

# English Language Curriculum

## Teacher's Guide

Level: Nursery  
Term: II

# NOTE FOR TEACHERS

The period from two to six years of age is the most appropriate time for children to absorb and learn languages.

For young children learning a second language (English language to our case) is not a problem provided it is presented in a meaningful way – through conversation. They must be given plenty of time to listen and to understand before they can be expected to speak.

Children naturally absorb language by listening and imitating others. Since children coming to our schools have different social and cultural backgrounds, it is important to provide them with a wide variety of experiences and opportunities to express their thoughts and feelings. Speaking, listening, reading and writing go hand in hand. Therefore, we must try to provide an environment integrating all four modes of language skills so that their progress in the arena of language is natural and with ease:

What I hear I can say  
What I say I can write  
What I write I can read

## LANGUAGE READINESS

### Speaking – Listening

1. General Conversation
2. Enrichment of vocabulary
  - a. Classified Cards
  - b. General Nomenclature Cards
  - c. Things in the Environment
  - d. Vocabulary Basket
  - e. Mystery Bag
3. News Period
4. Question Game
5. Sound Game
6. Stories and Poems
7. Other Games



## 1. General Conversation

The best way to develop speaking skills is to get children talking to them about themselves, their family pets, toys, favourite TV programs, friends, their home . . . etc. It should be an on going process. In the beginning the teacher will have to initiate the talk, until the children get confidence to do so themselves.

## 2. Enrichment of Vocabulary

This can be done early morning in the group lesson. Children must be exposed to a wide range of vocabulary and variety of words to make them express themselves. Children must be exposed to wide range enrichment through:

### a. Classified Cards

Each picture on the card depicts only one environment as a whole, and then several other cards bearing the pictures of that environment are shown e.g. classified cards can be of things in the bedroom, garden, kitchen etc.

### b. General Nomenclature Cards

Each card bears a picture of one thing only without any time on it e.g. car, boat, hat, fan, cap etc.

### c. Things in the Environment

It contains objects, which the child sees around him both indoors and outdoors.

E.g.: Indoors – chair, table, fan, door, window etc.

Outdoor – tree, flowers, swings, slide etc.

### d. Vocabulary Basket

The vocabulary basket contains miniature objects e.g. airplane, book, iron, candle, purse, train etc. Names of things are taught by correct pronunciation. Objects are taken out one by one from the basket and shown to children. First children can be asked to name the objects and then the teacher tells them the name.



e. Mystery Bag

Make a cloth bag with 8 – 10 objects such as seashells, a corn, a torch, a spoon etc. Put your hand in the bag, take the object in hand and say “Oh! I have got something.” Keep describing the object as you feel it inside the bag. Ask the children if they can guess what it is. Then take out the object from the bag and name it. Later invite children to take turns and guess the other objects inside.

This develops the sense of depth and the power to visualize mentally.

### 3. News Period

Children must be encouraged to share their day to day experiences with peers. Give each child opportunity to speak. Encourage especially the shy ones to speak out.

Coax the child to give you as much news and information as possible. Giving the child a chance to listen and speak in a group helps him to gain confidence.

Objectives:

1. Gives confidence in speaking and expressing needs.
2. For avoiding language difficulties in future.

### 4. Question Game

Teacher can ask open-ended questions i.e. questions that have more than one possible answer. Basing her questions on the news that the child is sharing, the teacher can ask several interesting questions encouraging the child to talk e.g. if the child says ‘I had gone for picnic’, the teacher can ask where did you go for the picnic? Who else with you? What else did you do there?

Aims of this game:

1. To develop the ability of analysis
2. To enhance vocabulary
3. To build an orderly mind
4. To develop language



## 5. Sound Game (spy games)

1<sup>st</sup> stage: To identify an isolated object when the child initial sound of the name of the object is given i.e. one object in each child's hand or only one object on the table.

2<sup>nd</sup> stage: To identify an object out of many objects on the table when the initial sound of the name of the particular object is given, starting with two objects on the table then increasing to three, four, five and more objects on the table. Initial sound of the names of the children given to name the particular child.

3<sup>rd</sup> stage: No objects required:

To identify objects in the indoor and outdoor environment when the initial sound of the name of the objects is given. Later any word beginning with a particular sound e.g. words beginning with 'f' – fall, fat, find, first, far, fresh.

The first three stages of the game have to be played in this exact sequence.

The following stages of this sound game have to be played in any order that is convenient.

4<sup>th</sup> stage: To identify an object on the table out of many objects with the same initial sound, but when the last sound of the name is given e.g. – bed, beg, basket, bin, fan, fish, flower.

5<sup>th</sup> stage: To identify an object out of many objects with the same initial sound and the same last sound, but when the middle sound is given e.g. – pin, pan, pen, cat, cot.

6<sup>th</sup> stage: The teacher may ask the child to give many words with a particular sound either in the beginning end or in the middle e.g. – mango, camel, drum, farm, monkey, lemon, hammer.

7<sup>th</sup> stage: To analyze a word i.e. to break it up into its component sounds e.g. – h-a-t, h-e-n, f-l-a-g, t-a-p, b-oo-k.



### Objectives:

The child will be able to:

- Recognize sounds.
- Realize that words are a combination of sounds.
- Relate sounds to symbols.

## 6. Stories and Poems

Telling stories is one of the most effective ways of developing language. Stories should be simple and not long as children have short attention span and are unable to sit through/comprehend lengthy tales.

- Story-telling sessions should be held daily.
- Children should sit in a circle quietly and should be able to see the book, props or puppets.
- Different voice/facial expressions should be offered for different characters in the story.
- Stories can be repeated several times.
- Stories can be told / narrated to students 10 – 15 minutes before home time. Use visual aids, books, props, charts etc.

### Poems or songs

Music is the most interesting and fastest way of enhancing vocabulary. Choose songs about colours, numbers, alphabets, animals and their sounds etc. and the children will learn the lyrics in no time. Sing with actions and get involved with the children. If they are to jump, then jump with them.

## 7. Other Games

### Matching games

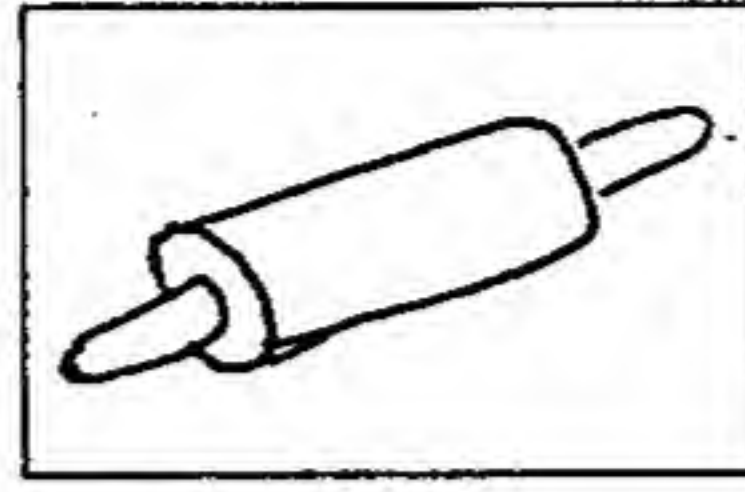
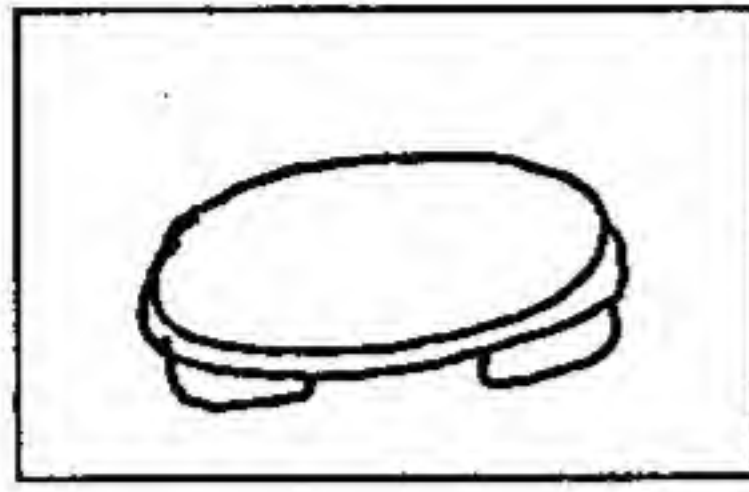
#### Game No. 1:

- a. Children can match pictures by matching the objects that are alike e.g.





- b. Matching by association like e.g.



- c. Children can match initial sounds or words:

S

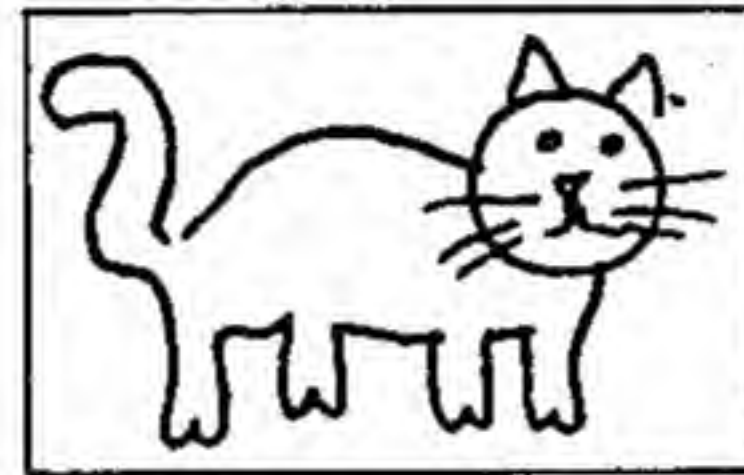
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Cap

Cap

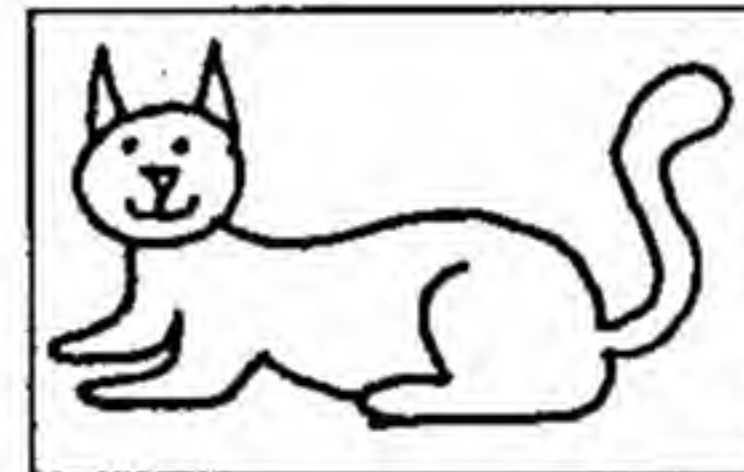
- d. Initial sounds and pictures:

C



or word and picture

Cat



- e. Initial sounds and words.

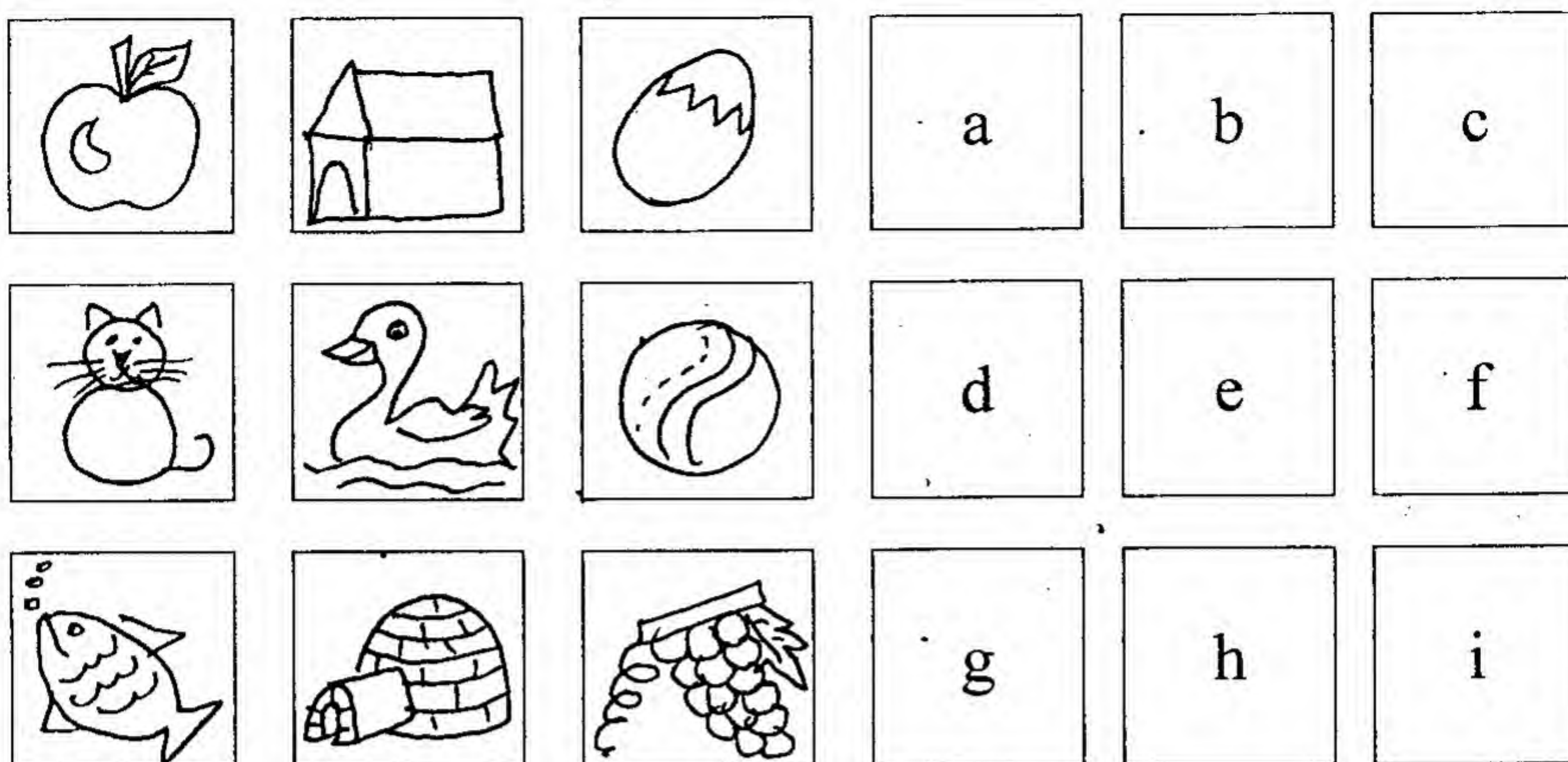
C

Cat

### Game No. 2

Make a board with equal squares drawn on it. Different letters will be written in each square. Flash cards having the same size as the squares on the board will be prepared. A picture will be drawn on each flash card. They will be kept in a basket. Children will select a letter and sort out the flash card with the starting with the letter. They will take the flash card bearing the picture beginning with the selected letter and keep it on the board. This game will continue till the whole board is covered with flash cards.





## Writing:

Writing is a means of expressing one's thought through graphic symbols. When a child comes to school, indirect preparation is given systematically and gradually through exercises of practical life and sensorial material.

### Indirect Preparation for Writing:

- a) **To prepare the intellect**
  1. Setting up of environment for enhancement of vocabulary.
  2. Pre-reading games.
- b) **To prepare the motor mechanism**
  1. To prepare the fingers to hold the pencil.
  2. To develop light touch i.e. not to press when writing.
  3. To direct the movement of the hand.

In order to teach the child how to write it is necessary to analyze then various movements introduced in it. In order to write, the child has to learn how to hold the pencil with three fingers and how to develop a light touch. Finally for writing, it is necessary for the hand to be under control of time and will. All this is fulfilled by exercises of practical life and working with the sensorial material.



### ouch boards:

1. Touch boards and touch tablets help child to develop a light touch.
2. This helps in writing as child the frame and inset. He has to direct the hand in exact manner.

Besides these exercises, the exercises of practical life also develop muscles of the fingers and the forearms and this eventually helps in the mechanism of writing e.g. pouring water, pegging, threading beads etc.

### Direct Preparation of Writing:

#### **a. Sand Paper Letters**

It helps the child to learn the correct formation of the letters. Three to four letters are introduced within a specified time frame. With two fingers the child learns to enact the formation of the letter.

The presentation should never be artificial. It should come naturally as games without letter. First merely pronouncing a sound such as 'a' or 'o' and then the word containing it. The child should join it and help to find other words. After a while produce the letter which has greater importance. Choose two or three letters. Taking each in turn. Show the child how to trace the letters with first two fingers of right hand, and the movement should be proper while writing. At the same time say the sound of the letter and give a few words which contain the sound. Let each child sees how many words he can think of the various sounds. These games should be repeated many times both with or without teacher. The children should become familiar with letters and should acquire the habit of analyzing it by the sound in the word they know.

#### **b. Metal Inset (these have been replaced with hard paper frames which can easily be duplicated)**

Gives freedom to move the pencil and direct it to where the child wants it to go and keep it in the prescribed limits.

To begin with, take the metal frame of the square. Place a square sheet of coloured paper on the wooden board and place the metal frame on that without its insets with a colours pencil draw around the empty space of the



cut out. Now lift the frame and the figure is reproduced in one colour on paper. Now take the inset and place it as exactly as possible within the figure. Draw on the paper by holding it firmly with one hand and with the other hand draw around the inset. Lift the metal piece and see its shape into different colours. After this with a coloured pencil holding it in the manner of writing, fill in the figure with any colours of his choice. To achieve the best result use the pencil gently backward and forward and encourage to make parallel lines by going from one end to the other in the figure. Ask the child to see if he can fill the whole figure without passing beyond the line of the inner figure. At later stage the child may super impose different figures using only the one inset in any manner of design that the child may wish to create, filling in the different spaces with colours of his own choice. His creative activities will be awakened.

**c. Sand Tray**

Level a tray with dry sand and a separate one with wet sand and let the children practice tracing within to improve their hand control and muscular eye-hand co-ordination.

Child works independently and practices the formation of the English alphabet and numbers in the sand. Free hand drawing should also be practiced similarly.

**d. Writing on the Boards/slates**

The child practically sees the teacher forming the letters. It is reinforced through different exercises of matching/joining. The child practices to form letters on the black board with chalk or individually on slates with chalk.

**e. Tracing on dots**

Tracing in between the double lines/hollow letters. Starting point is given. Child writes in between the double lines. Control of error outline.

The awareness of the limit comes through this exercise. It also prepares children to trace on the dots.

**f. Freehand Writing**

Helps the child to gain confidence through writing independently, without any guidelines or limits. Such scribbling should be encouraged.



## Indirect Preparation

1. Puzzles
2. Play dough
3. Pasting
4. Cutting

Working with puzzles, moulding play dough or plastiscine, cutting help in developing good muscular movement, gross motor skills and eye-hand co-ordination.



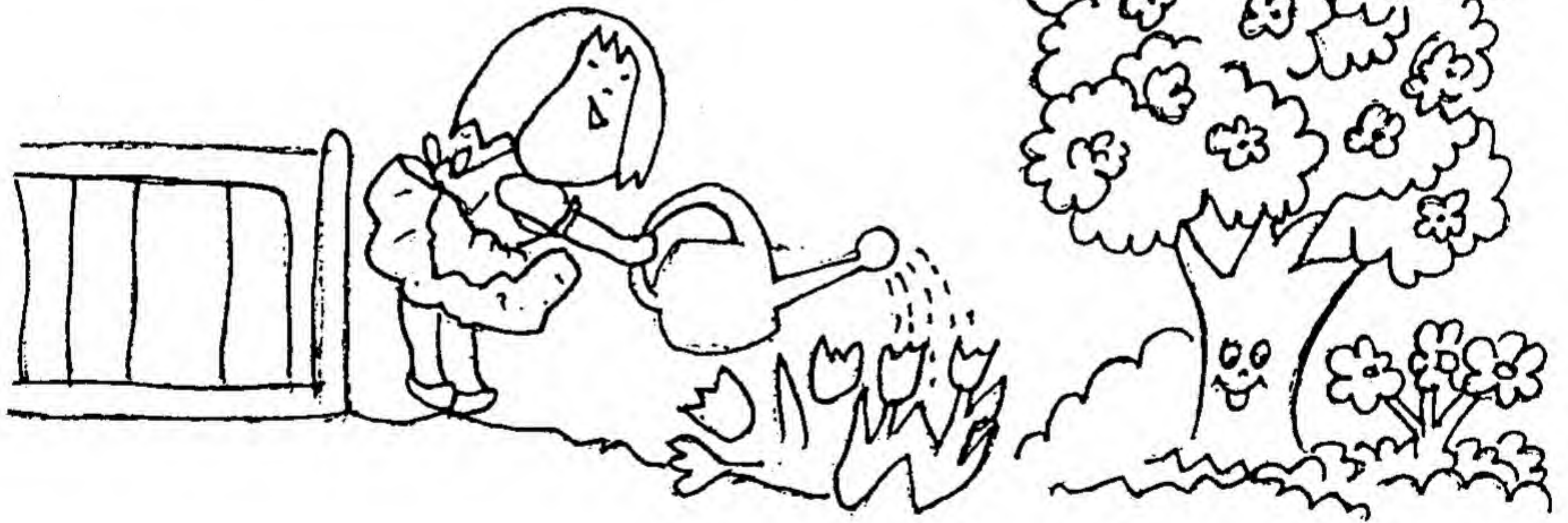
## Alphabet Writing Pattern

b c d e f g

i j k l m n

p q r s t u

w x y z





## Reference Sheet for Word Series

<b>at</b>	<b>an</b>	<b>in</b>	<b>ap</b>
bat cat fat hat mat pat rat sat	can fan man pan ran tan van	bin fin pin sin tin win	bap cap gap lap map nap rap sap tap
<b>un</b>	<b>et</b>	<b>it</b>	<b>ot</b>
bun fun gun nun run sun	bet get jet let met net pet wet	bit fin hit mit pit lit sit	cot dot hot got lot not pot rot

## Reference Sheet for Phonograms

<b>ee</b>	<b>oo</b>	<b>ch</b>	<b>sh</b>
seed feed weed feel heel peel	book cook hook look rook	chips chat chick chop chin chit	ship shop shoe shut shot



Subject: English

Level: Nursery

Term: 2

WK	Communication	Reading	Writing	Assessment
1	<ul style="list-style-type: none"><li>• Reinforcement of phonic sounds previously done. c l o a d i.</li><li>• Oral introduction phonic sound of the letter t, r and n along with the names of corresponding things.</li><li>• Activities. Art and craft.</li></ul>	Text Reinforcement Here is Jane and here is the dog.	Pattern Tracing Exercise Metal inset.	Joining exercise letter to letter, letter to picture so children have clear concept of letters and their corresponding pictures.
2	<ul style="list-style-type: none"><li>• Topic of the month Autumn.</li><li>• Story and rhymes.</li></ul>	Text. Jane like the dog and Peter likes the dog.	Tracing of t, r and n in between the double line. Tracing on the dotted lines of letter l, r and n. Independent writing.	
3	<ul style="list-style-type: none"><li>• Names of different vegetables such as tomato, potato, carrot, lady finger, onion, bringer etc.</li><li>• A Nursery Rhyme.</li><li>• (Red light Red light What do you say)</li><li>• Fun activity.</li></ul>	Story little red riding hood.	Tracing of the letter t, r, n over the dots starting from a given point. Independent writing.	Proper formation of letters. Independent writing of the letters t, r and n with proper formation.
4	<ul style="list-style-type: none"><li>• Reinforcements of all the sounds done so far</li><li>• Introduction of the letter m, g, and s orally.</li><li>• Introduction to the months of the year.</li></ul>	Text. The dog likes Jane and the dog like Peter (New word) The.	Work sheet.	Yes
5	<ul style="list-style-type: none"><li>• Topic of the month Animals.</li><li>• Pet animals (Song pigeon house)</li><li>• Farm animals (Song see the bunnies)</li><li>• Wild animals (Daddy's taking us to Zoo tomorrow).</li></ul>	Poem. Baa, Baa black sheep.	Tracing of letter m g s in between the double lines.	



WK	Communication	Reading	Writing	Assessment
6	<ul style="list-style-type: none"> <li>• Circle time personal hygiene and general cleanliness.</li> <li>• Introduction to secondary colour i.e. green, orange &amp; purple.</li> </ul>	Text I like Peter.	Tracing over the dotted line of the letter g m & s. Independent writing of letter m g & s.	Match and join.
7	<ul style="list-style-type: none"> <li>• Reinforcement of all the letters done.</li> <li>• Introduction to the letter b and e orally.</li> <li>• Concepts, Clean/ dirty.</li> <li>• Happy and sad.</li> </ul>	Text I like Jane.	Tracing of b and e in between the double line. Tracing of b and e on the dots. Independent writing	Match and join.
8	<ul style="list-style-type: none"> <li>- Introduction to the topic 'winter'</li> <li>- Reinforcement of all the sounds done so far.</li> <li>- Concept hot/cold</li> <li>- Introduction of the letters f &amp; h</li> </ul>	- Text 'I like the dog.'	<ul style="list-style-type: none"> <li>- tracing of the letters f &amp; h in between the double line.</li> <li>- Tracing of f &amp; h on the dotted line.</li> <li>- Independent writing of f &amp; h</li> </ul>	



# Lesson Plan

## (English)

Level: Nursery

Term: 2

Week: 1

Periods: 8

Communication	Reading	Writing,	Assessment
<ul style="list-style-type: none"><li>- Reinforcement of phonic sounds previously done. c l o a d i.</li><li>- Oral introduction phonic sound of the letter t, r and n along with the names of corresponding things.</li><li>- Activities. Art and craft.</li></ul>	Text Reinforcement Here is Jane and here is the dog.	Pattern Tracing Exercise Metal inset.	Joining exercise letter to letter, letter to picture so children have clear concept of letters and their corresponding pictures.



# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 1

Day: 1

1. **Objective:**
    - The children will be able to:
      - learn the names of some commonly seen fruits.
      - Motivate learning with material that children can discover on their own.
  2. **Function:** Names of commonly seen fruits.
  3. **Activity:** Making fruit salad, Making fruits of clay.
  4. **Material:** Read fruits, Clay models, Flash cards, Books.
- 

5. **Procedure:**
  - Showing and telling names of fruits
  - Discussing their colours, texture, of their skin smell, taste, seeds inside then etc.

Group work:

One group can work with the Material the other group can do the colouring in the work sheets.

Follow up:

Making of fruit salad each child can bring. One apple, tomatoes, bananas so on.

Task B:

Exercise, Stringing beads.



# Lesson Plan

## Communication

Level: Nursery.

Term: 2

Week: 1

Day: 2

1. **Objective:** The learners will be able to:
    - Recognize the letters t, r and n.
    - Enrichment of vocabulary.
    - Develop language
    - Learn the formation.
  2. **Function:** Introduction to the letter t, r and n.
  3. **Activity:** Colouring in the associated pictures.
  4. **Material:** Flash cards, sand paper letters, sand tray, sound corner.
- 

5. **Procedure:**
  - Setting up sound corner.
  - Writing in sand.
  - Colouring in associated pictures.

Group Work:

Children can work in groups one group can work with the material one group can colour in the associated pictures.  
Work Sheet



# Worksheet

Level: *Nursery*  
Week: *1*

Term: *2*  
Day: *2*

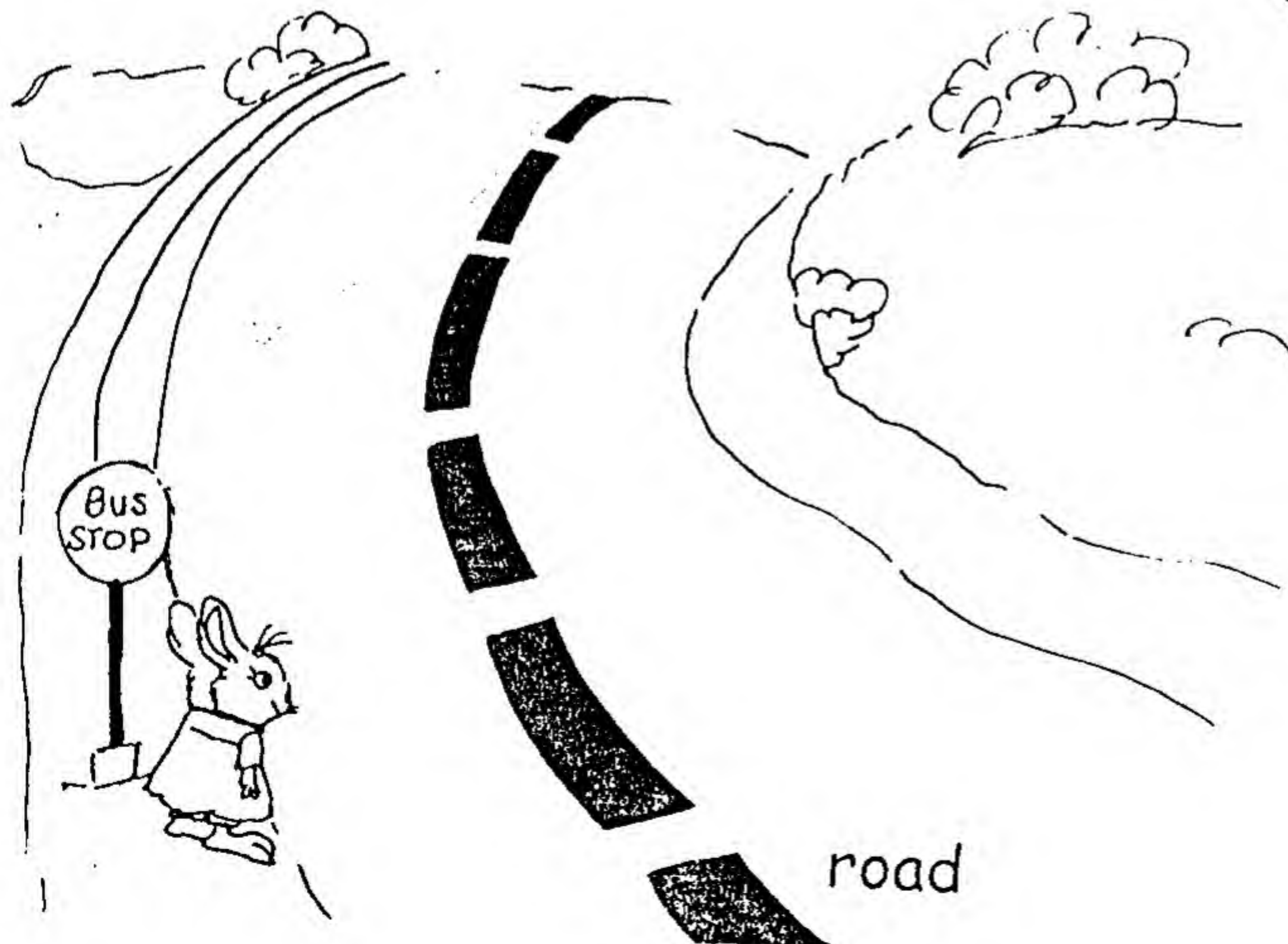
ate: \_\_\_\_\_

Day: \_\_\_\_\_

Introduction to letter 'r'



rose



road



# Worksheet

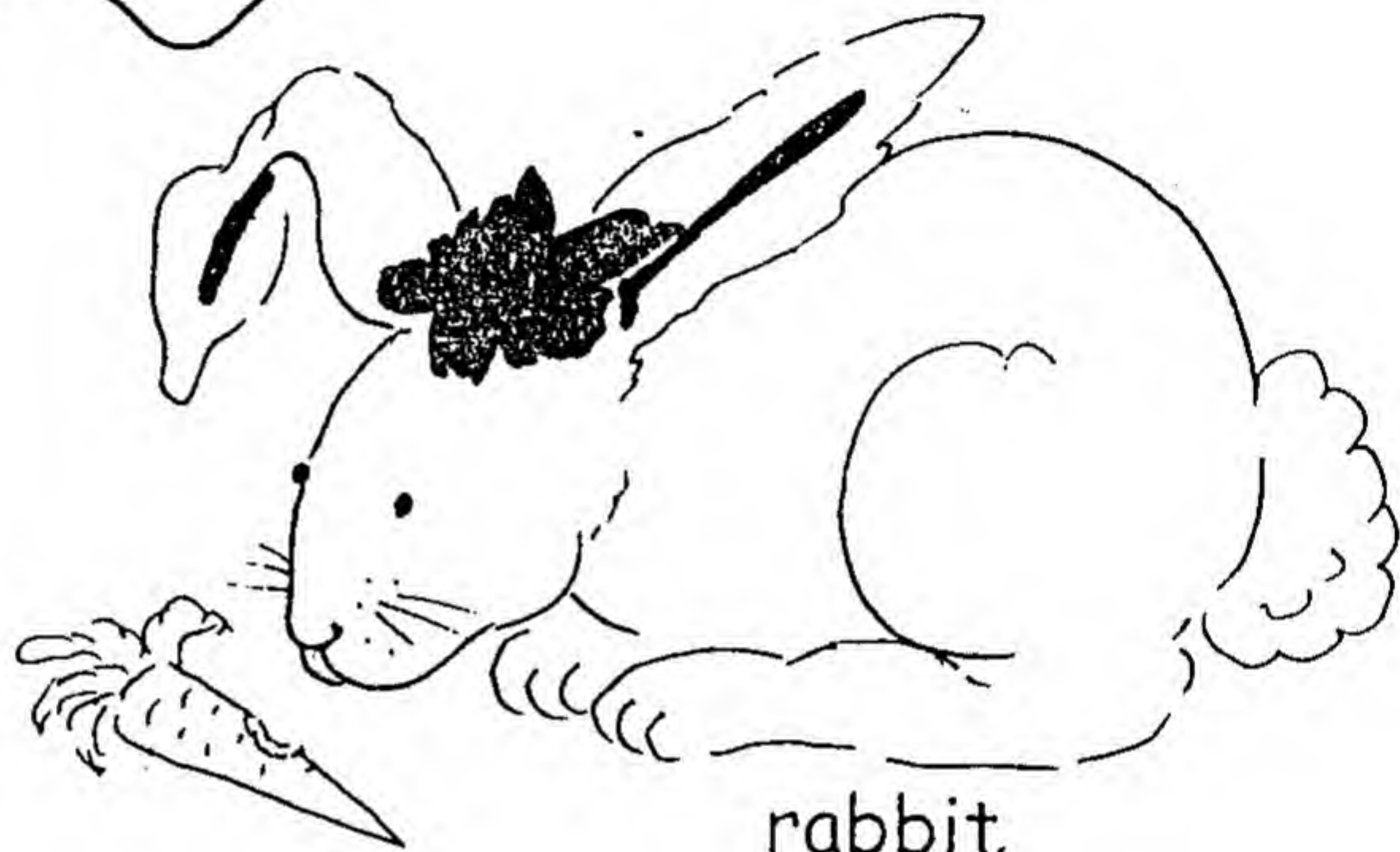
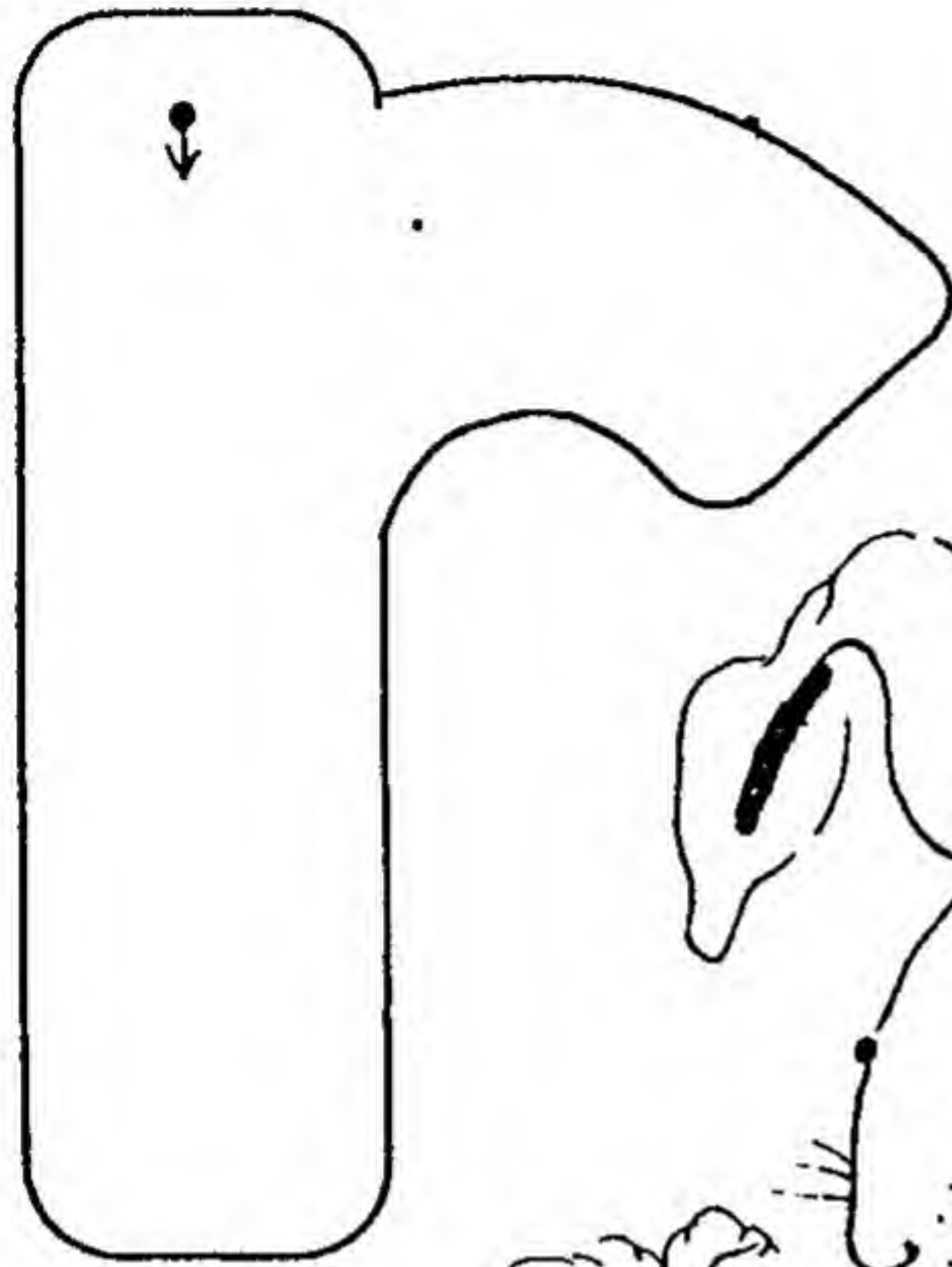
Level: *Nursery*  
Week: *1*

Term: *2*  
Day: *2*

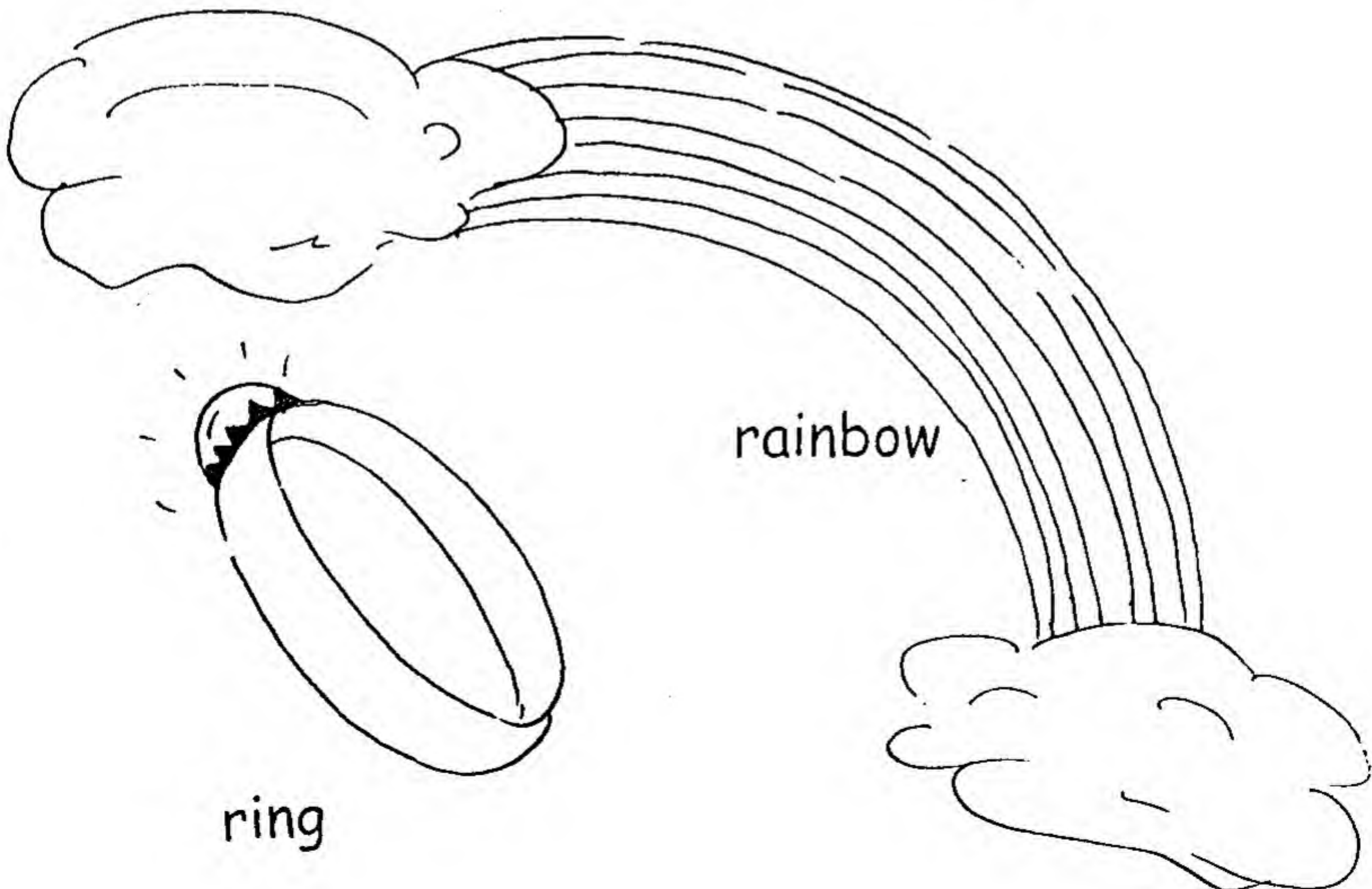
Date: \_\_\_\_\_

Day: \_\_\_\_\_

Trace and colour



rabbit



rainbow

ring



# Worksheet

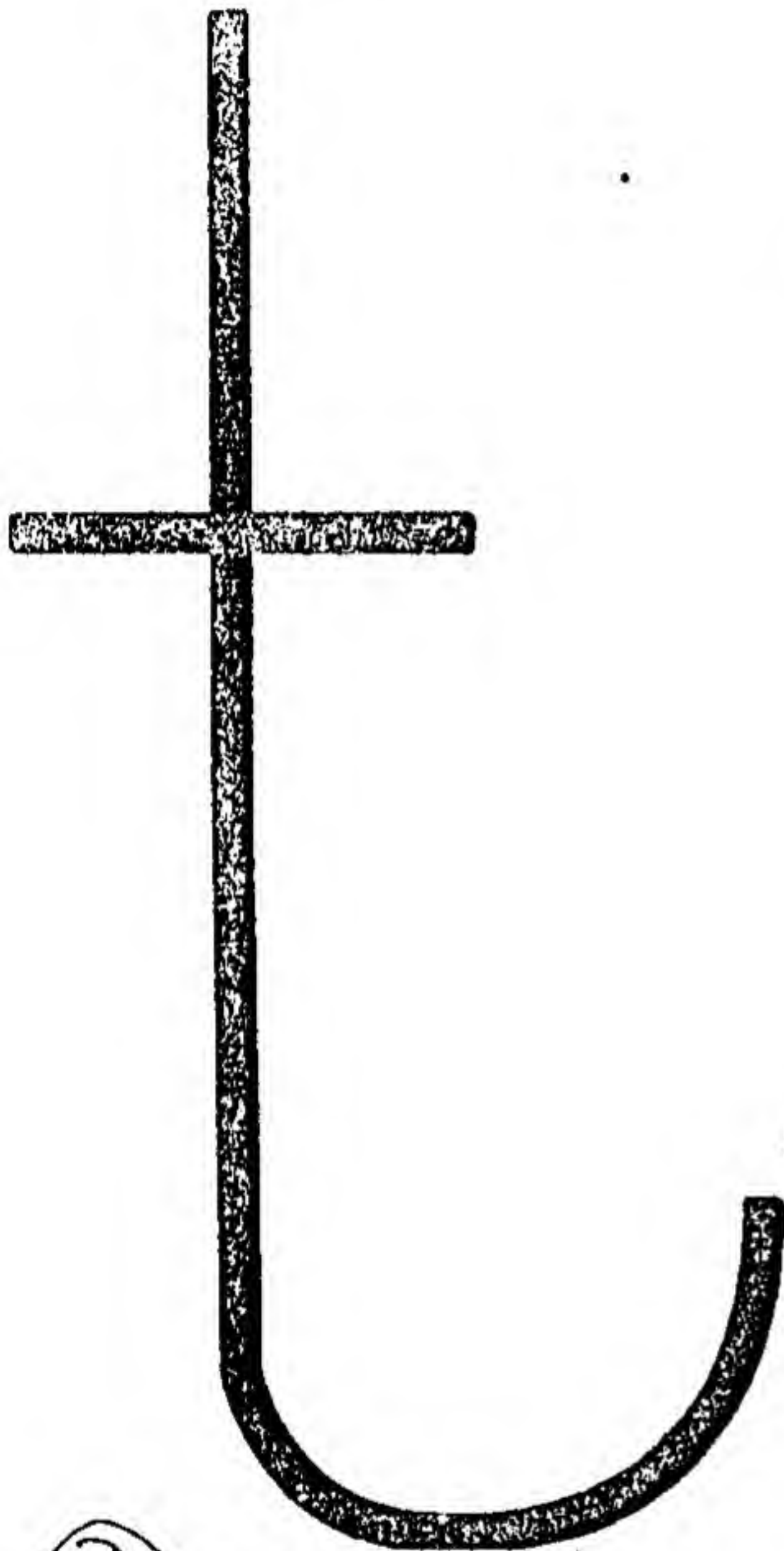
Level: Nursery  
Week: 1

Term: 2  
Day: 2

Date: \_\_\_\_\_

Day: \_\_\_\_\_

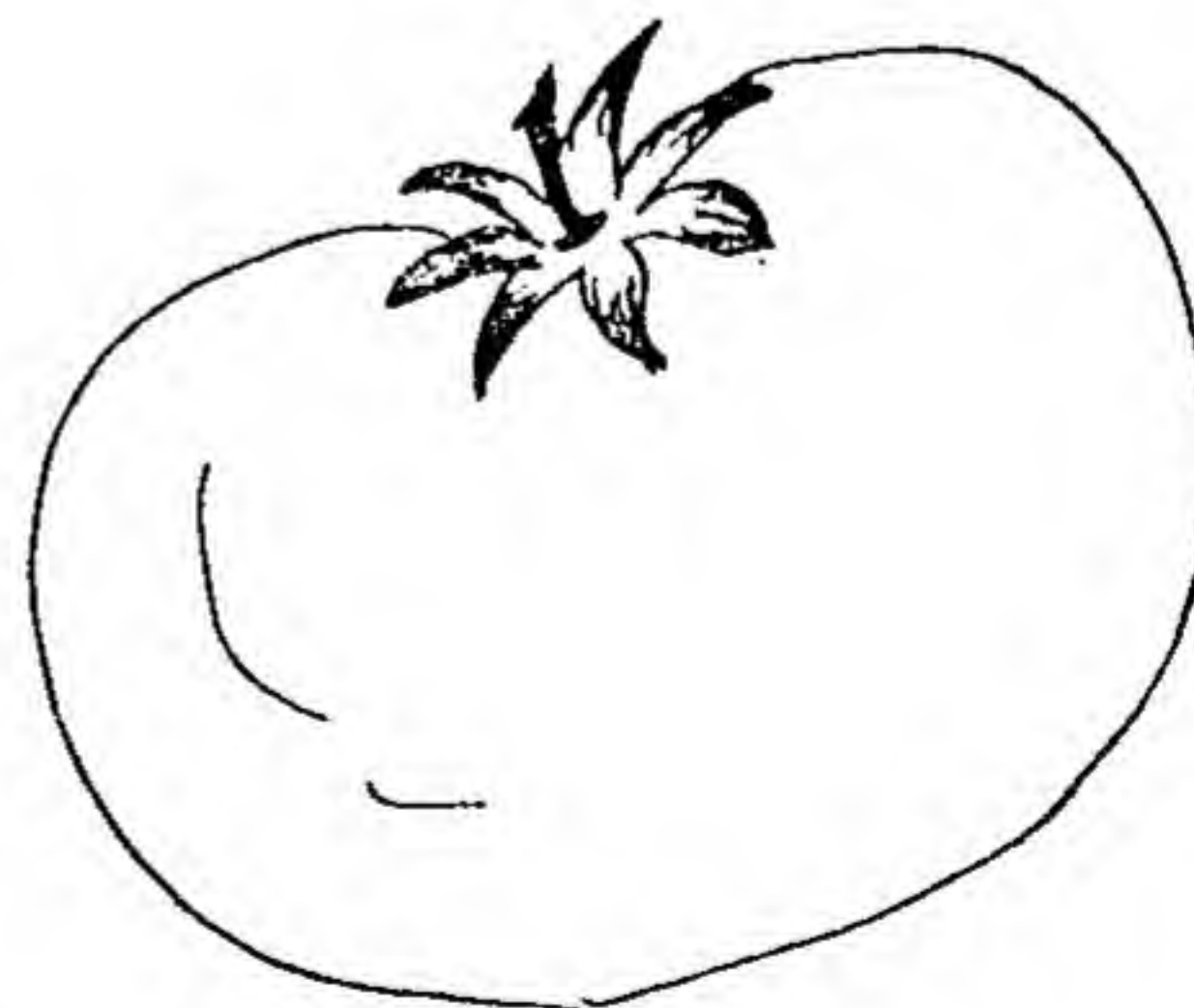
Introduction to letter 't'



tie



tiger



tomato



# Worksheet

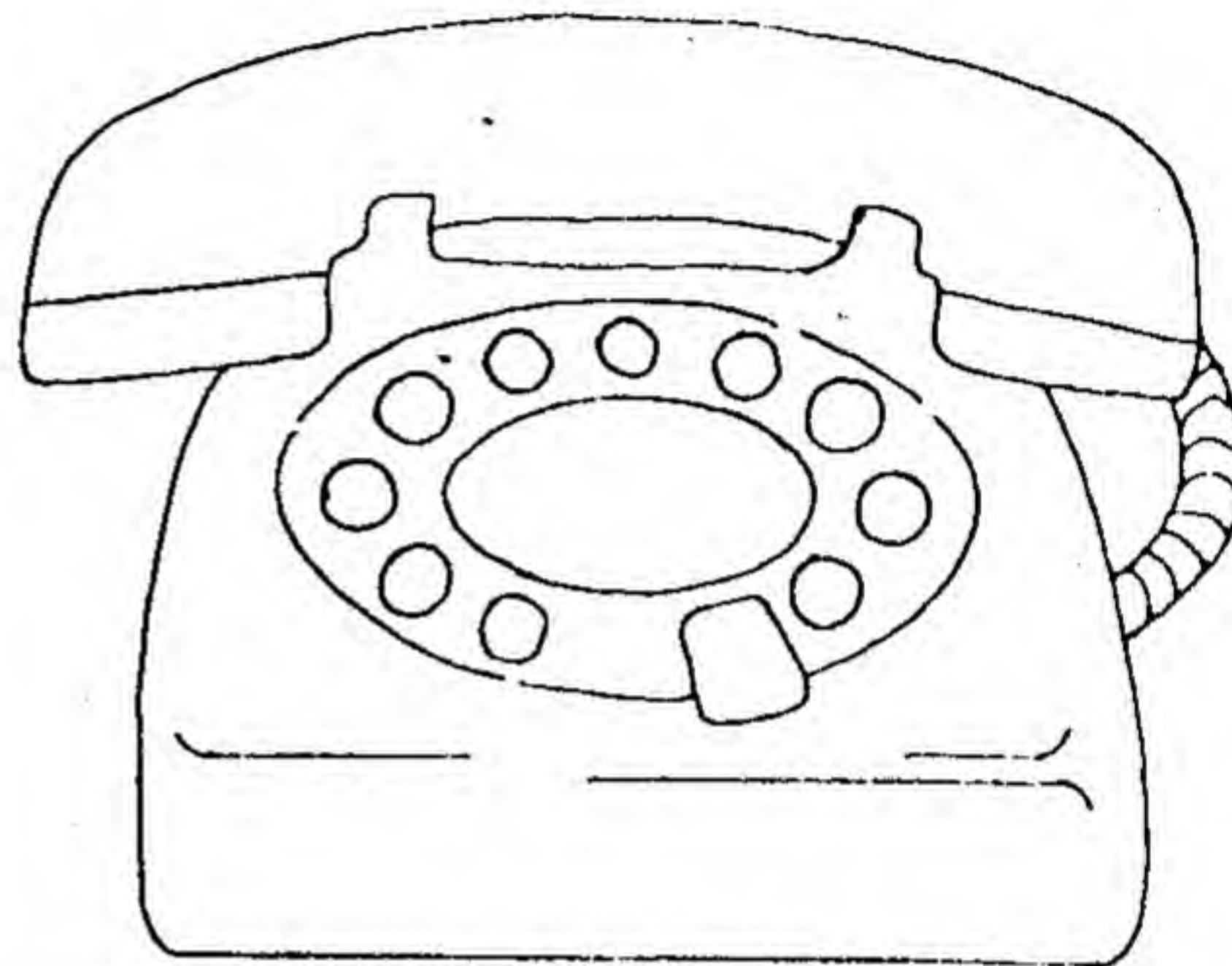
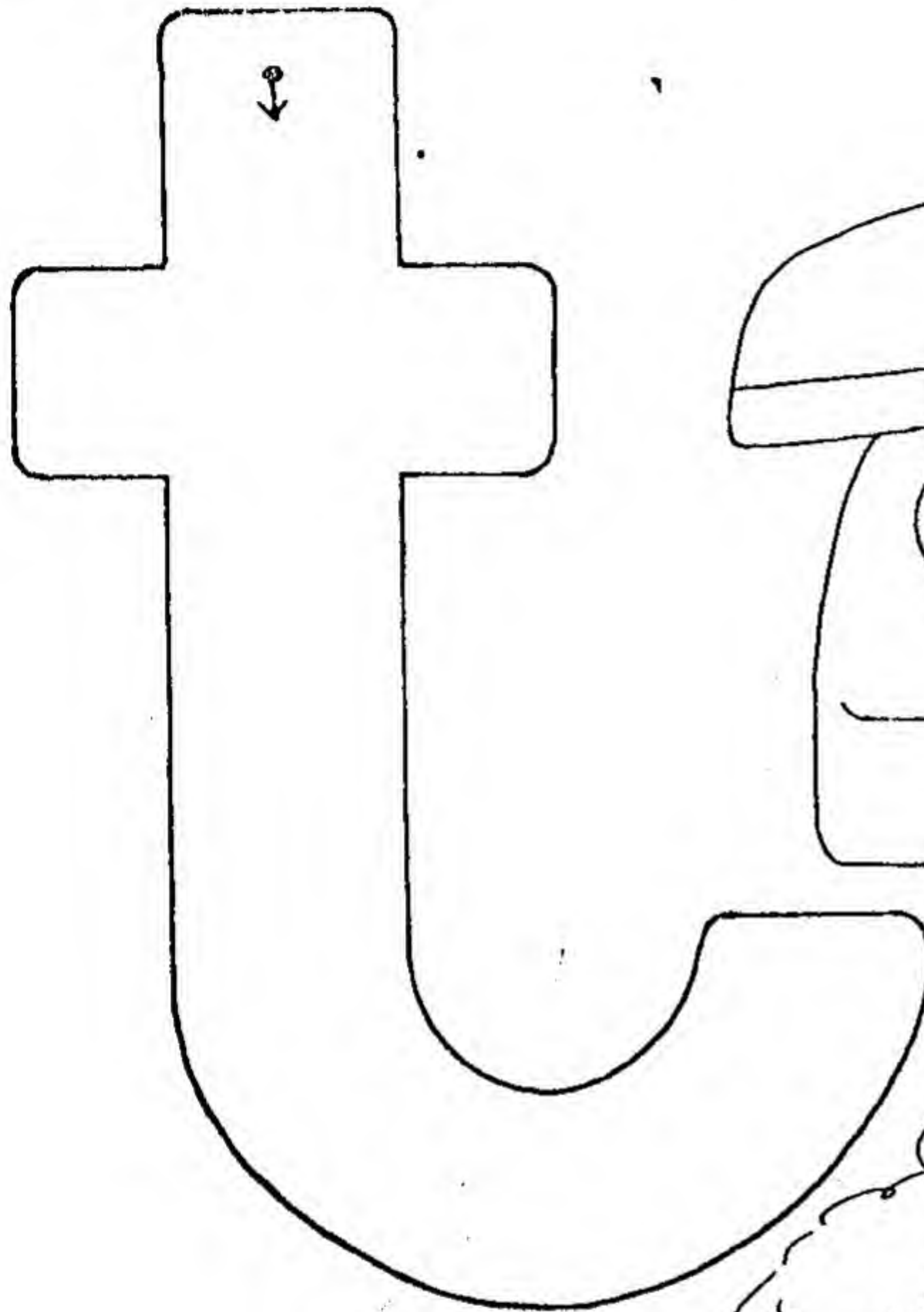
Level: *Nursery*  
Week: *1*

Term: *2*  
Day: *2*

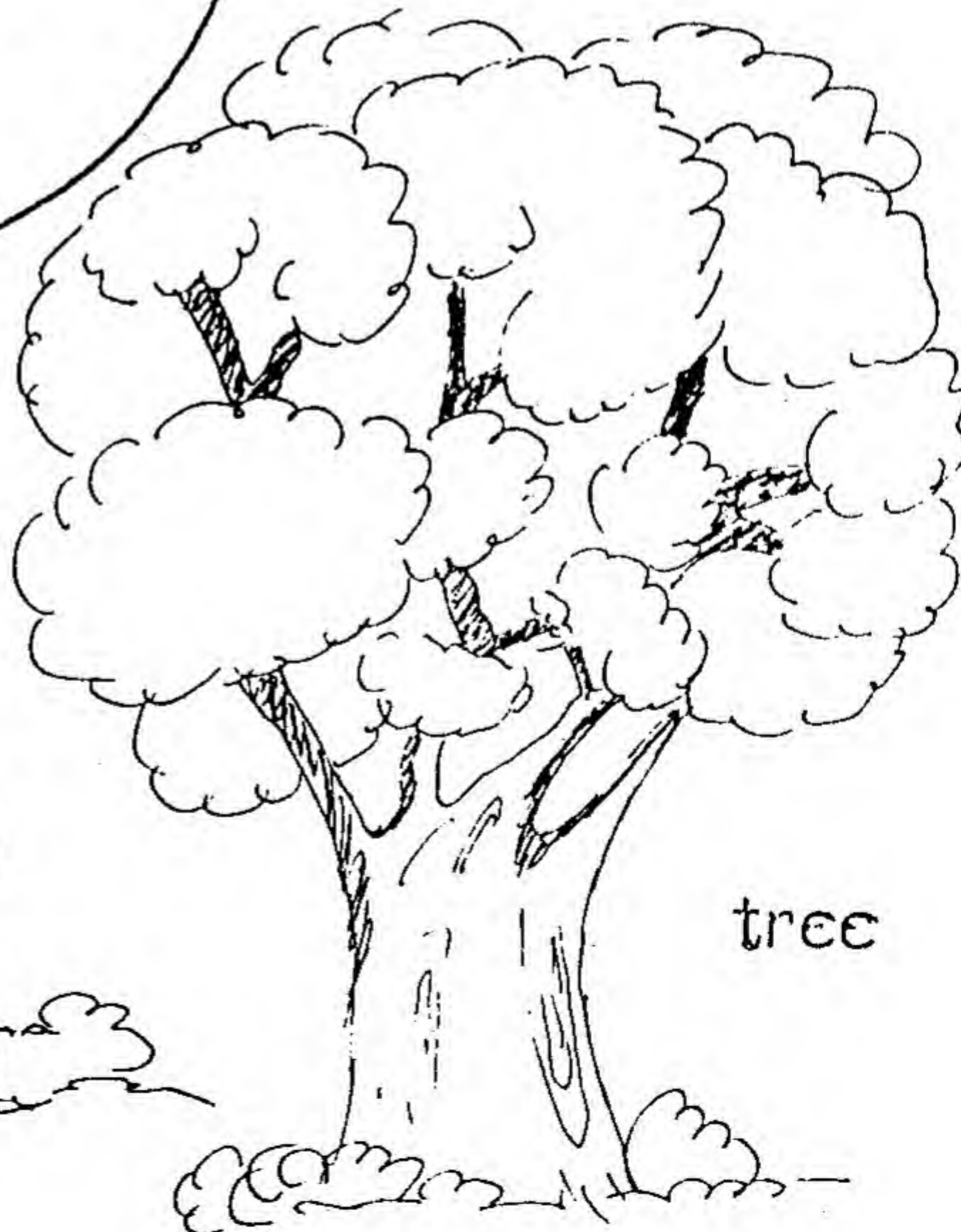
Date: \_\_\_\_\_

Day: \_\_\_\_\_

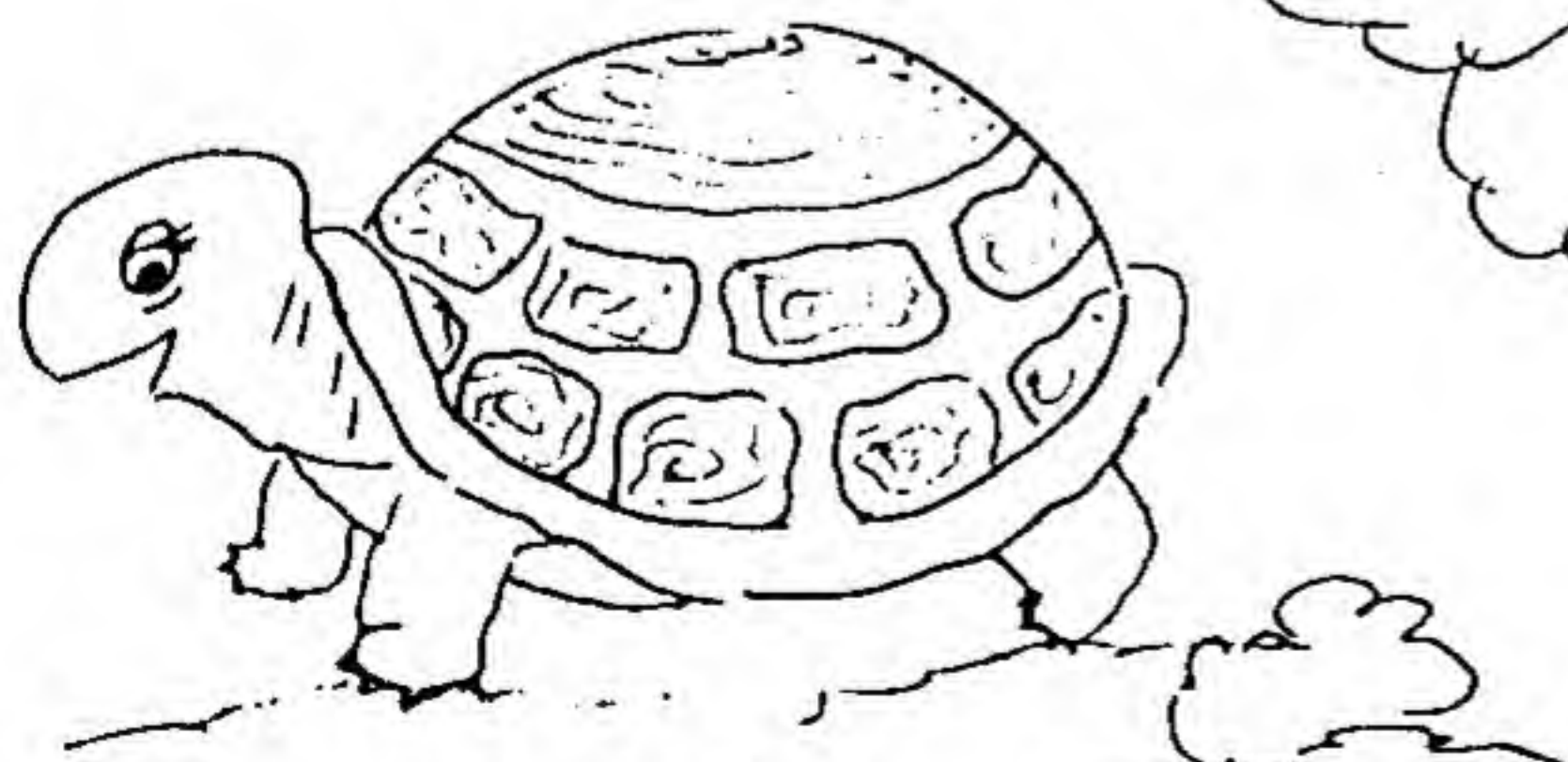
Trace and colour



telephone



tree



tortoise



# Worksheet

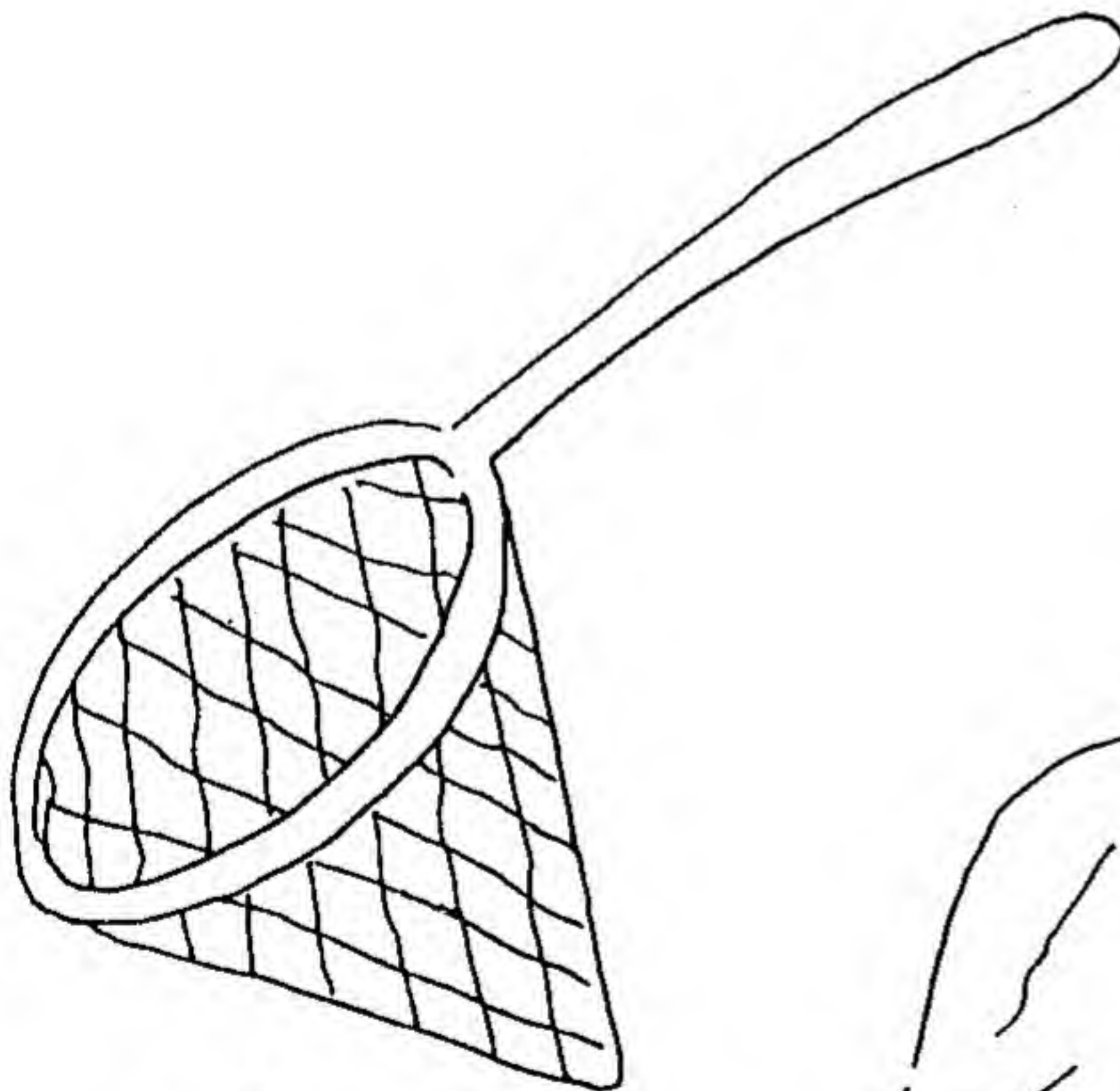
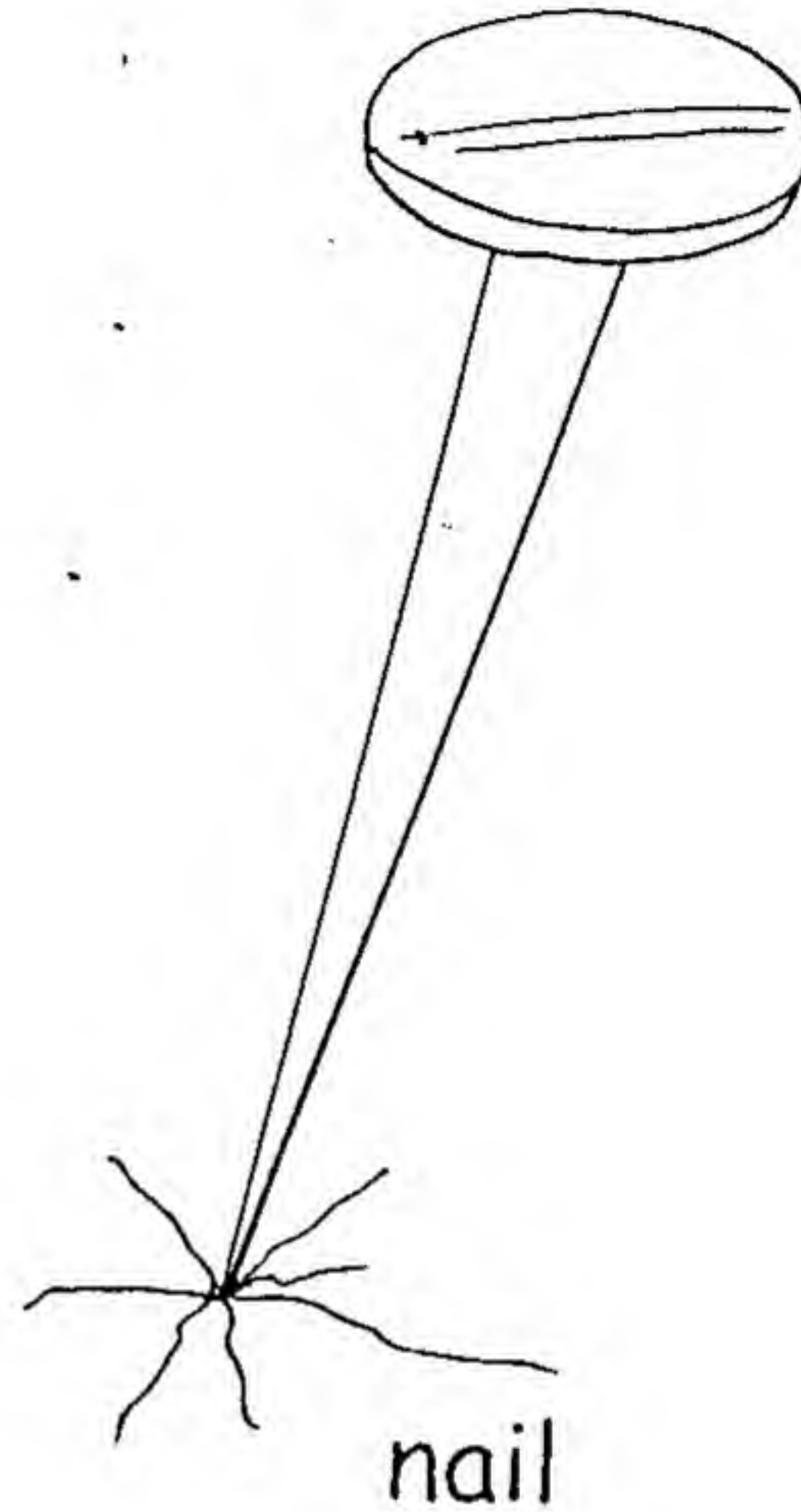
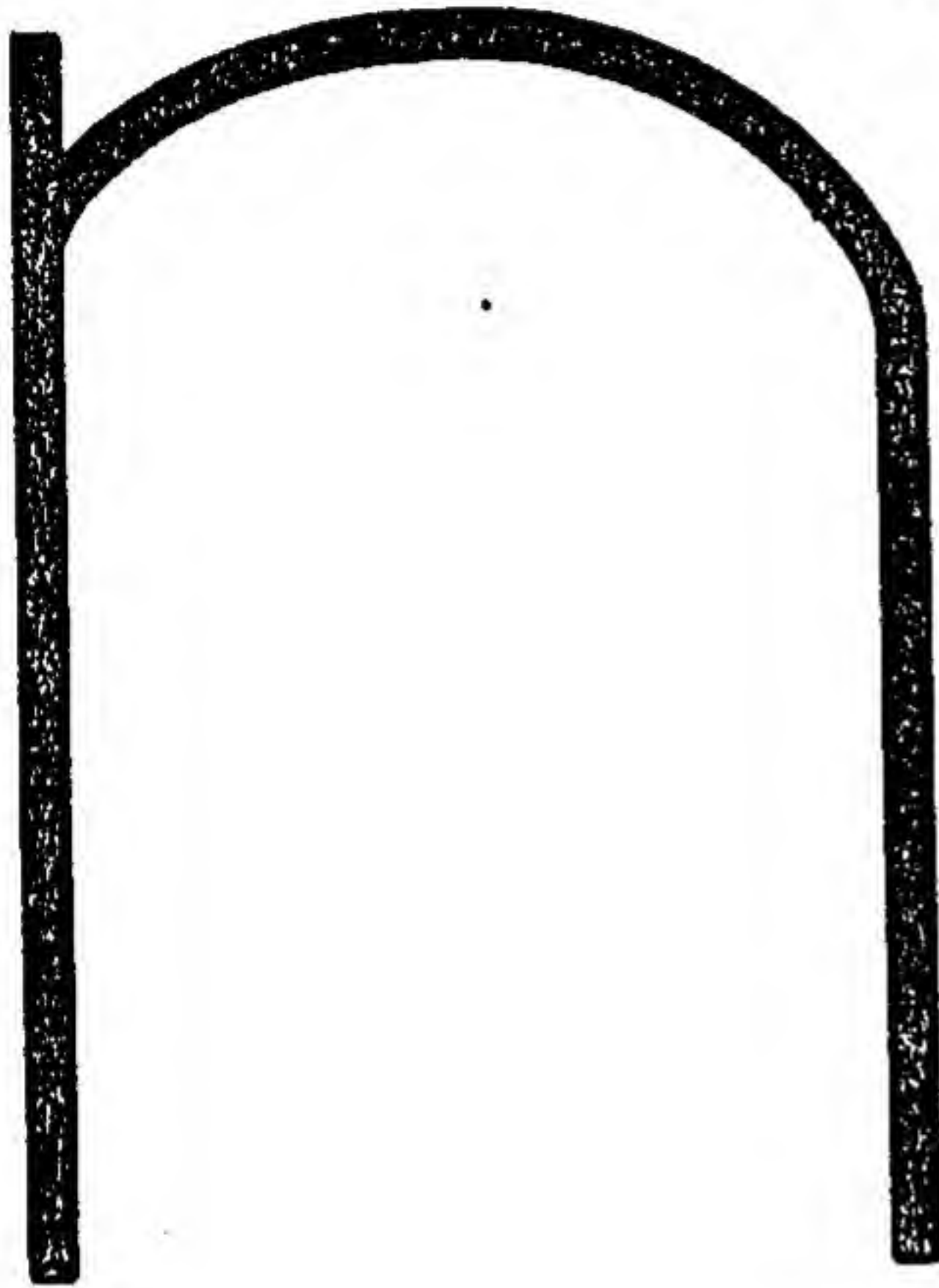
Level: *Nursery*  
Week: 1

Term: 2  
Day: 2

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Introduction to letter 'n'



nut  
e



net  
u



# Worksheet

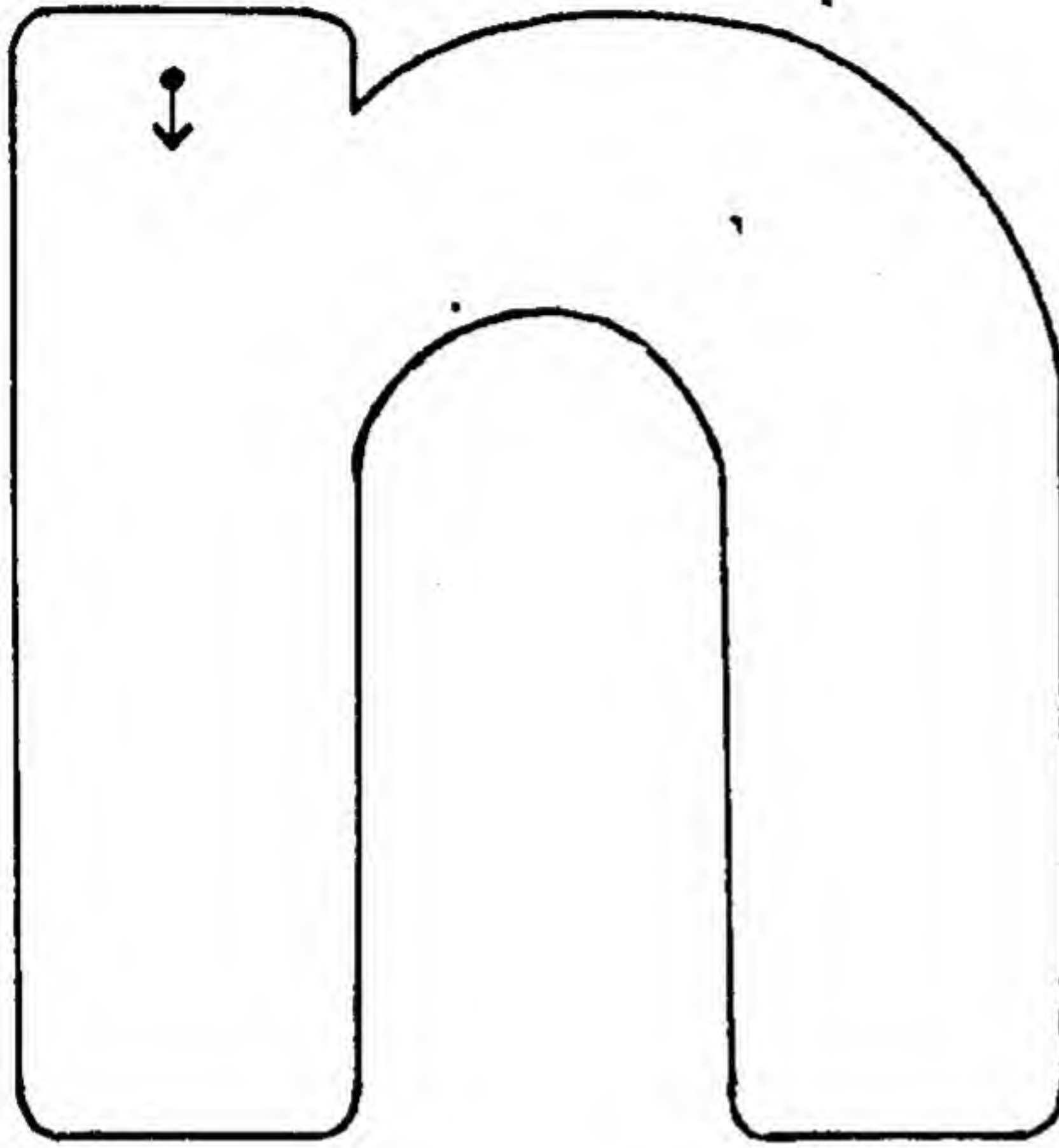
Level: *Nursery*  
Week: 1

Term: 2  
Day: 2

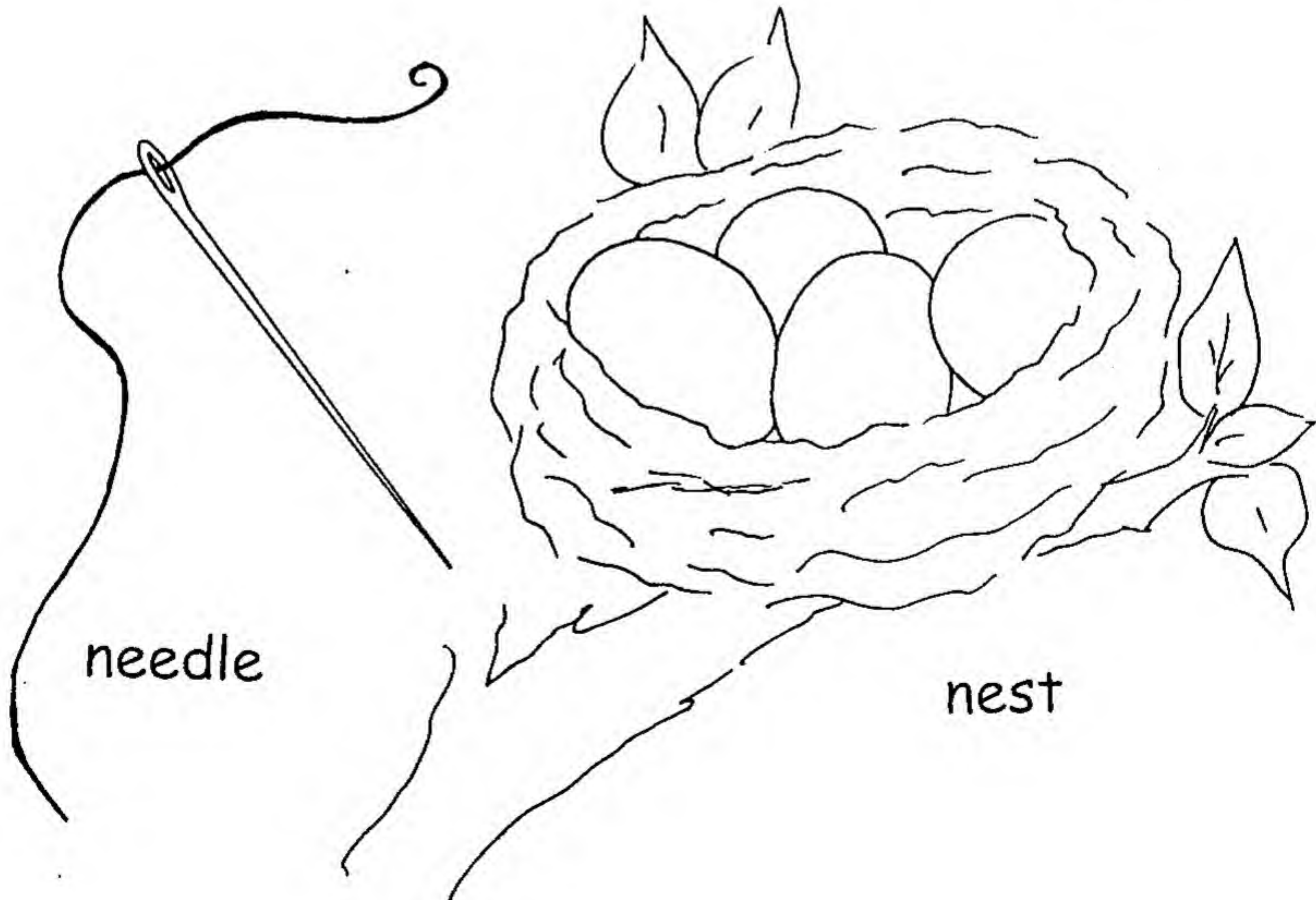
Date: \_\_\_\_\_

Day: \_\_\_\_\_

Trace and colour



nose



needle

nest



# Lesson Plan

## Fun Activity (Art and craft)

Level. Nursery  
Term: 2  
Week: 1  
Day: 3

**Task – 1:** Cotton pasting on rabbit cut out.

**Task – 2:** Making turtle with walnut shells.

**Task – 3:** Pasting of hay on a picture of a nest.



# Lesson Plan

## Reading

Level: Nursery

Term: 2

Week: 1

Day: 4

1. **Objective:** Children will be able to:
    - Read independently the text page.
    - Develop their language skill.
  2. **Skill:** Reading aloud and independently.
  3. **Topic:** Reinforcement of words.
  4. **Material:** Text page.
- 

### 5. **Procedure:**

- a. Ask the following.
  1. What is Jane doing in the picture?
  2. What also can you see in the picture?
  3. Picture talk.
  4. Have you been to the park?
- b. Reading Aloud.

Distribute the text page and read aloud and the children can read the lines after you. Reinforce the lines more than once.
- c. Individual Reading.

While children are doing the reading itself you can call each child to read the lines to you.



Here is Jane  
and here is  
the dog.

no new words





# Lesson Plan

## Communication

Level: Nursery  
Term: 2  
Week: 1  
Day: 5

1. **Objective:** The children will be able to:
    - Develop a firm hand control.
    - Trace and write letters independently.
  2. **Function:** To develop firm hand control.
  3. **Activity:** Pattern tracing.
  4. **Material:** Work sheets.
- 

5. **Procedure:**

Let children trace the given dotted lines.  
It will help them in developing attention span.

Group Work:  
Task – A

One group can trace on the sheet and the other group can work on the sand tray etc.

Task – B

Metal inset.



# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 1

Day: 6

1. **Objective:** To acquire mastery of hand control and holding the writing instrument.
  2. **Function:** Metal inset.
  3. **Activity:** Imposing & super imposing.
  4. **Material:** Metal inset & blank sheets.
- 

5. **Procedure:** Teachers presentation following by individual practice by the children. (Procedure already specified in previous term)



# Lesson Plan

## (English)

Level: Nursery

Term: 2

Week: 2

Period: 8

Communication	Reading	Writing	Assessment.
<ul style="list-style-type: none"><li>• Topic of the month 'Autumn.'</li><li>• Story and rhymes.</li></ul>	Text. Jane like the dog and Peter likes the dog.	Tracing of t, r and n in between the double line Tracing on the dotted lines of letter, l, r and n. Independent writing.	



# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 2

Day: 1

- 1. Objective:** Children will be able to:
- Given Introduction to new concepts.
  - Given awareness and taught appreciation about natural changes in the environment.
  - Identify the difference between autumn and the three seasons.
  - Indicate that autumn is windy and dry.
- 2. Function.** Introduction to Autumn.
- 3. Activity:** Autumn leaf printing with yellow brown and orange color show autumn.
- 4. Material:** (Autumn leaves), trees with orange red and yellow leaves to fall, apples pumpkin, pears nuts etc.
- 

- 5. Procedure:**
- Tell them that after summer comes the season 'Autumn' leaves change their colour dry up and they fall off the tree leaving them bare.
  - Explain that Autumn announces the arrival of winter as it gets chilly.
  - Discuss about the fruits, vegetables and nuts that we get in this season.

**Word Bank:**

Autumn, fall, apple, nuts, walnuts, dry, pears, yellow, orange.



**Autumn corner:**

A corner can be set in the class with a small bare tree trunk, branches. Dried leaves can be collected by children and scattered under the bare tree. Nuts and apples can be kept in the corner as well.

**Work sheet:**

- Draw Autumn leaves.
- Draw the fruit that you get in Autumn.
- Autumn.

**Follow up:**

Making of an autumn man



# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 2

Day: 2

1. **Objective:** Children will be able to:
    - Develop language.
    - Enhance their vocabulary.
  2. **Function.** Singing a Nursery rhyme
  3. **Activity:** Colouring the rhyme page.
  4. **Material:**
    - A. Poem (Cassette and cassette player)
    - B. (listening to a story related to the topic of the month)
- 

### 5. **Procedure:**

Task – A Nursery Rhyme.

a. Preparation:

Tell the children that they are going to listen and sing a poem from the cassette.

b. Listening:

The children listen to the cassette

c. Singing:

They will sing along with the cassette. You should also join them and sing in full ten and rhythm. (More than once.)

Work sheet:

Colouring the rhyme page.



# Worksheet

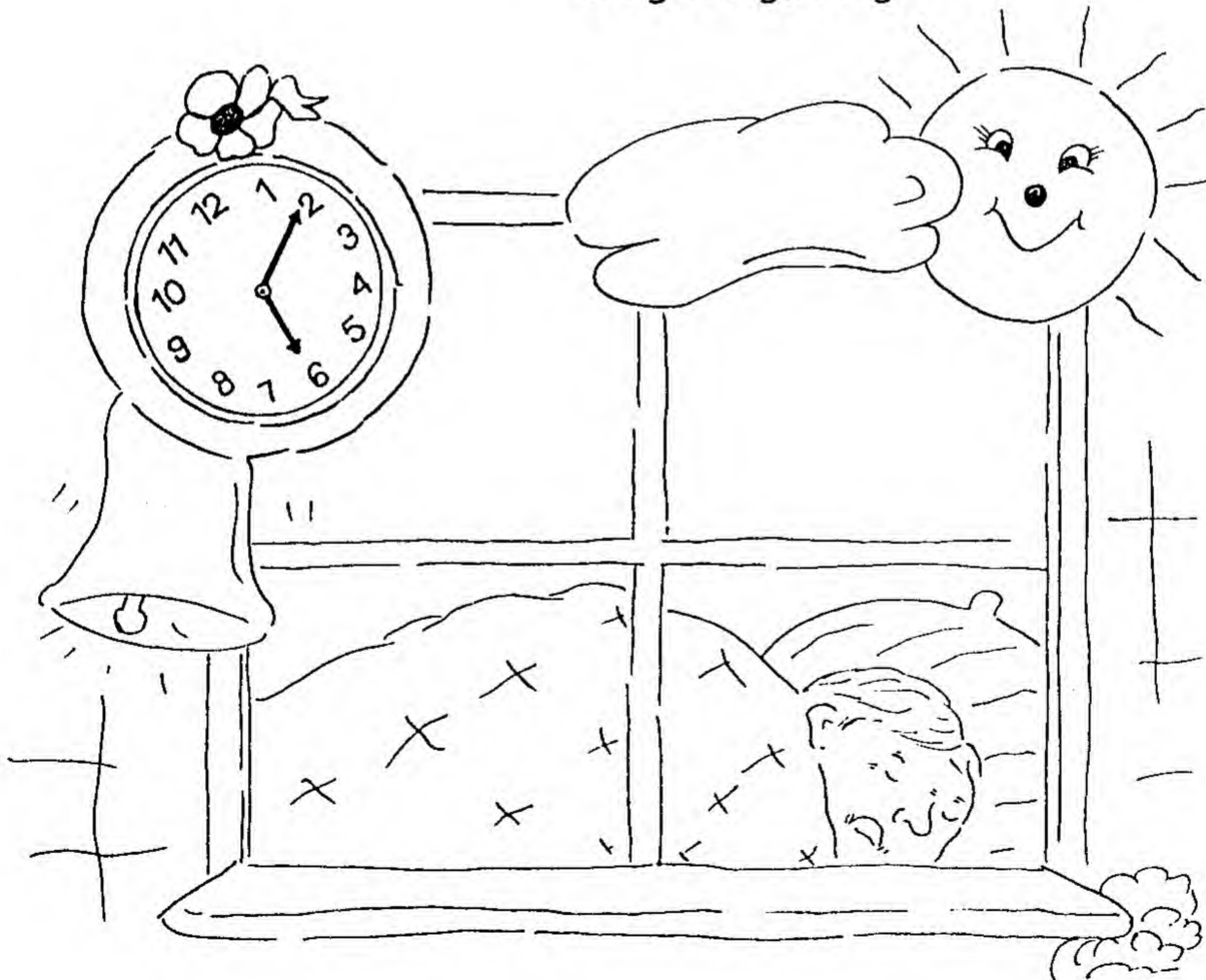
Level: *Nursery*  
Week: *2*

Term: *2*  
Day: *2*

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Are you sleeping?  
Are you sleeping?  
Brother John,  
Brother John.  
Morning bells are ringing,  
Morning bells are ringing.  
Ding, dong, ding.  
Ding dong, ding.





# Lesson Plan

## Reading

---

Level: Nursery

Term: 2

Week: 2

Day: 3

---

- 1. Objective:** The Children will be able to:
- Enjoy reading.
  - Encourage them to talk.
  - Relate vocabulary to the spoken.
- 2. Skill:** Vocabulary reading aloud.
- 3. Topic:** Peter likes the dog and Jane likes the dog.
- 4. Material:** Text page.
- 

**5. Procedure:**

Asking following:

- Talk about the picture.
- What is Jane doing?
- What is Peter doing?
- What is the dog having in the picture?
- Do you like your pet dog?
- Which is the new word?

Read aloud:

Read the text aloud and the children can follow you from the page.

Individual Reading:



Jane likes  
the dog

and

Peter likes  
the dog.





# Lesson Plan

## Writing

Level: Nursery

Term: 2

Week: 2

Day: 4

1. **Objective:** The Children will be able to learn the proper formation of the letter t.
  2. **Function.** Tracing of letter t in between the double lines from a given point
  3. **Activity:** Colouring in associated pictures.
  4. **Material:** Work sheet.
- 

### 5. Procedure:

The children will trace the letter t in between the double lines starting from a given point with a pencil.

### Group Work:

One group can do the work sheet and the other can work with the material: sand tray, sand paper letters, flash cards.



# Worksheet

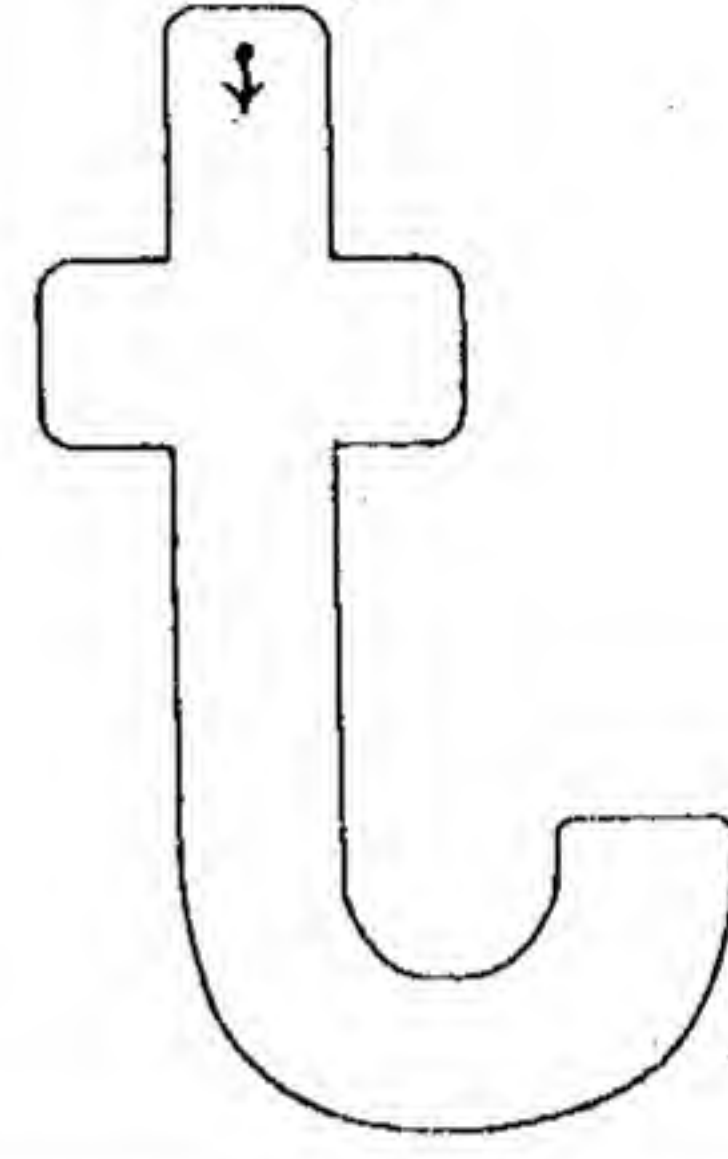
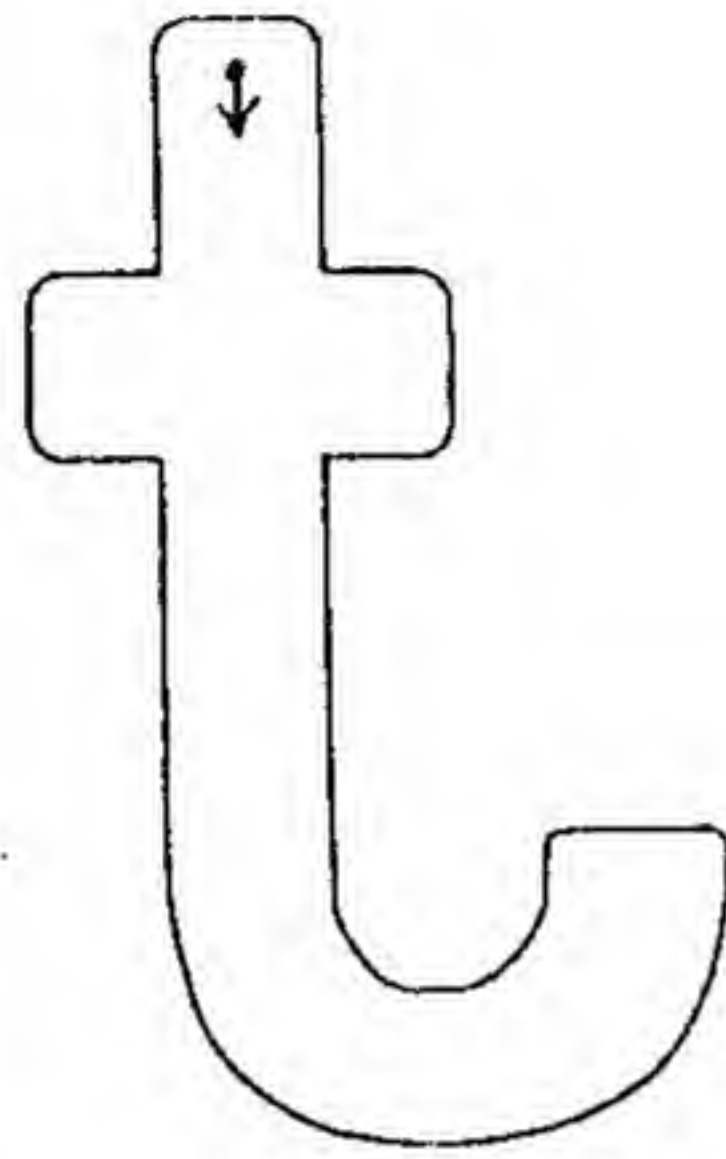
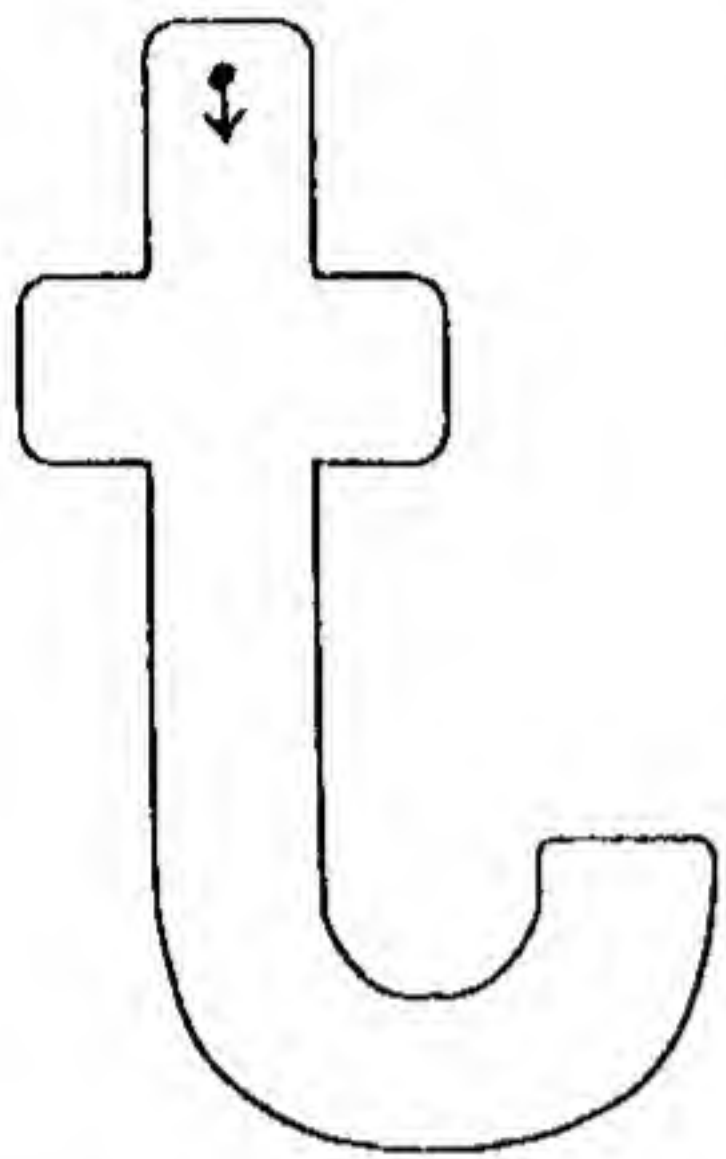
Level: Nursery  
Week: 2

Term: 2  
Day: 4

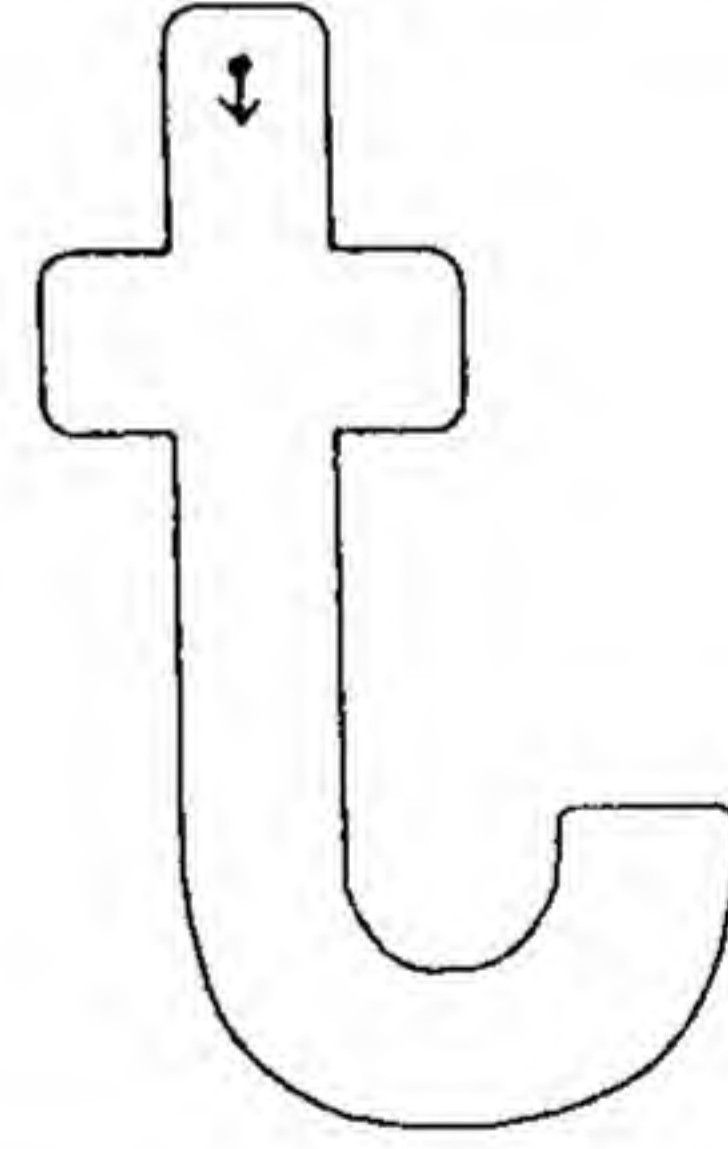
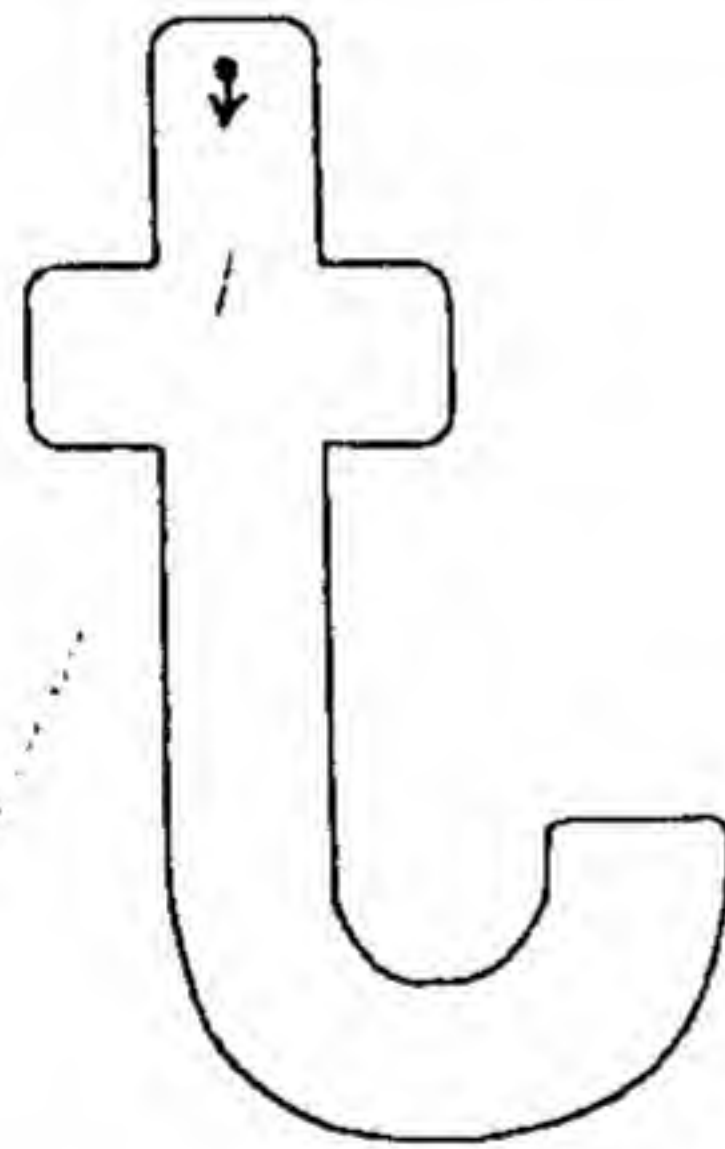
Name: \_\_\_\_\_

Day: \_\_\_\_\_

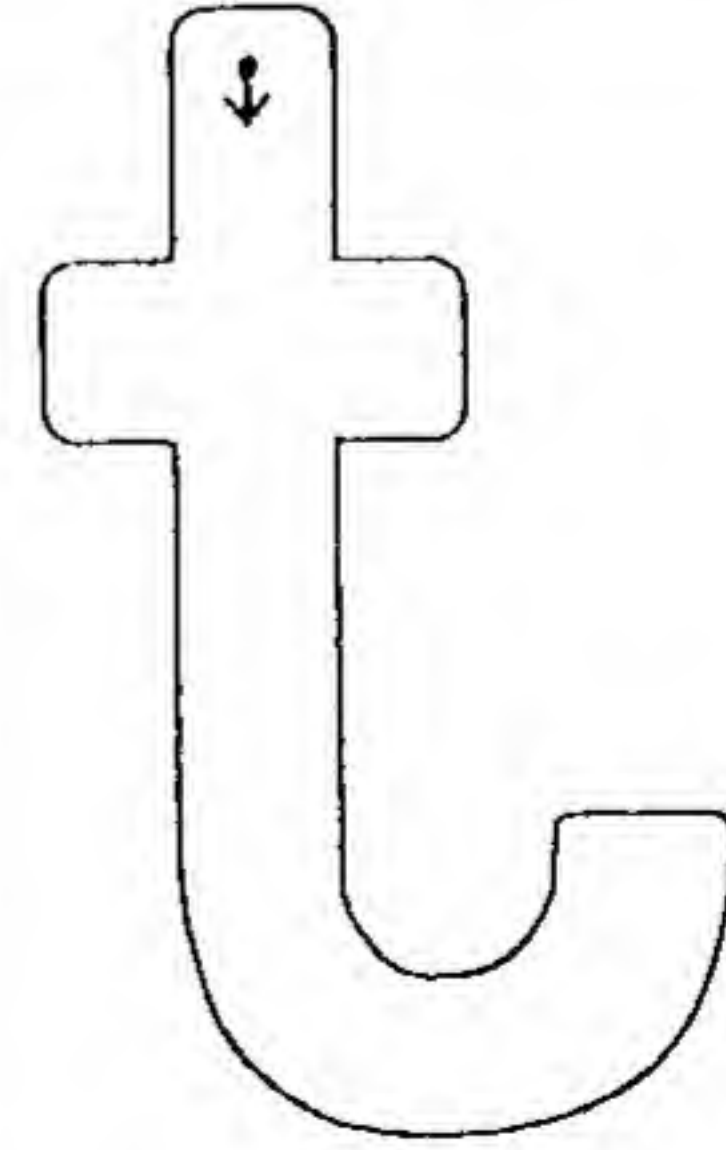
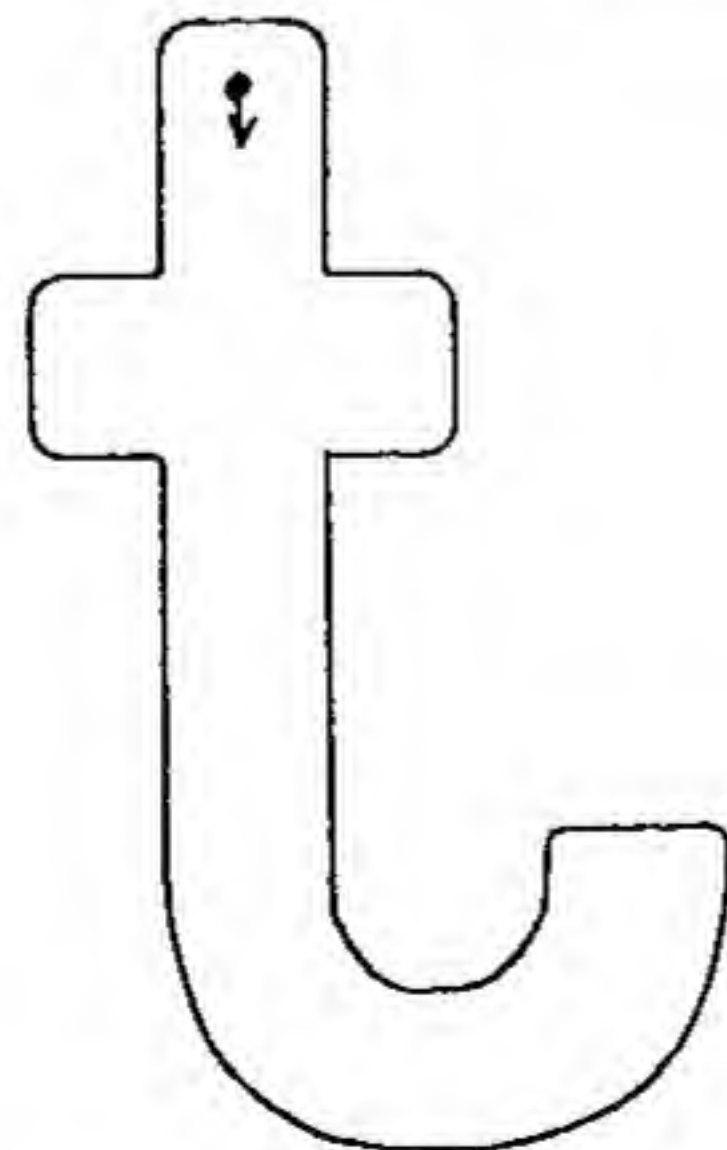
Write and colour



table



tiger





# Lesson Plan

## Communication

Level: Nursery  
Term: 2  
Week: 2  
Day: 5

1. **Objective:** The Children will be able to learn the proper formation of the letter r.
2. **Function.** Tracing of letter r in between the double lines from a given point
3. **Activity:** Colouring in associated pictures.
4. **Material:** Work sheet, sand tray, sand paper letters.

---

### 5. **Procedure:**

Ask the children to trace the letter r in between the double lines starting from the given point.

### Group Work:

One group can do the work sheet and the other can work with the material.

Sand trays, sand papers letters, flash cards, sound corner.



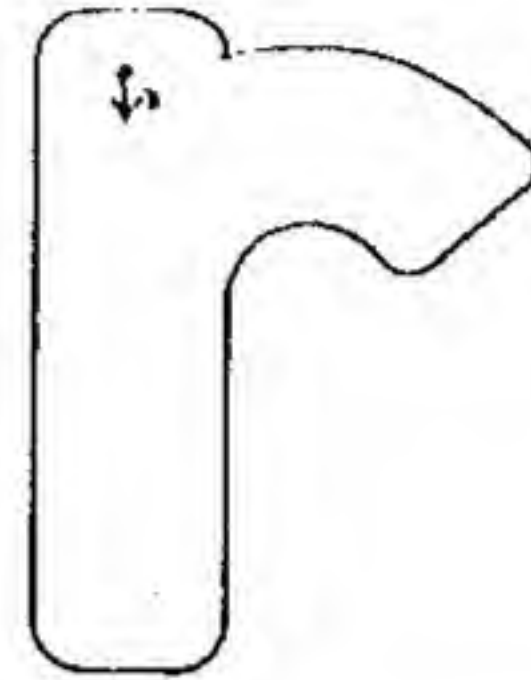
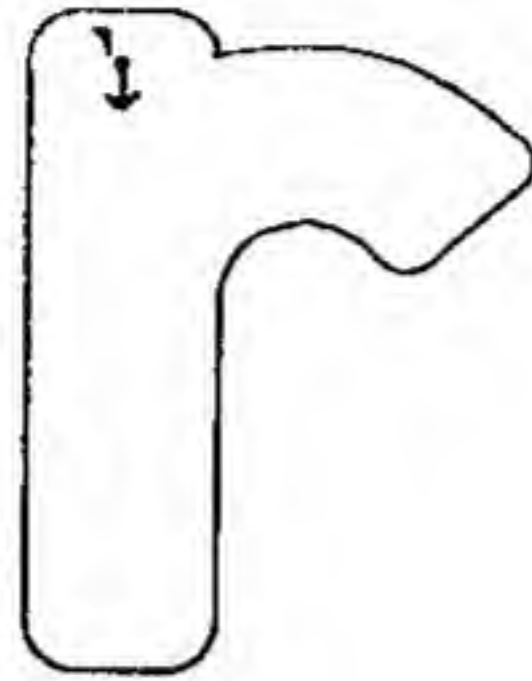
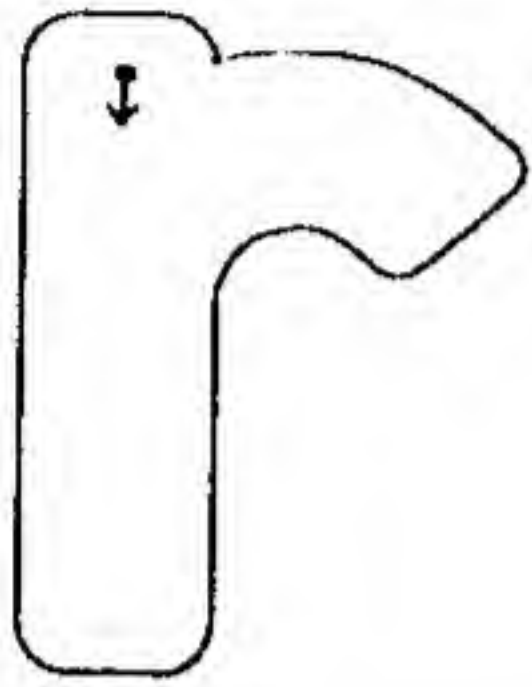
# Worksheet

Level: *Nursery*  
Week: 2

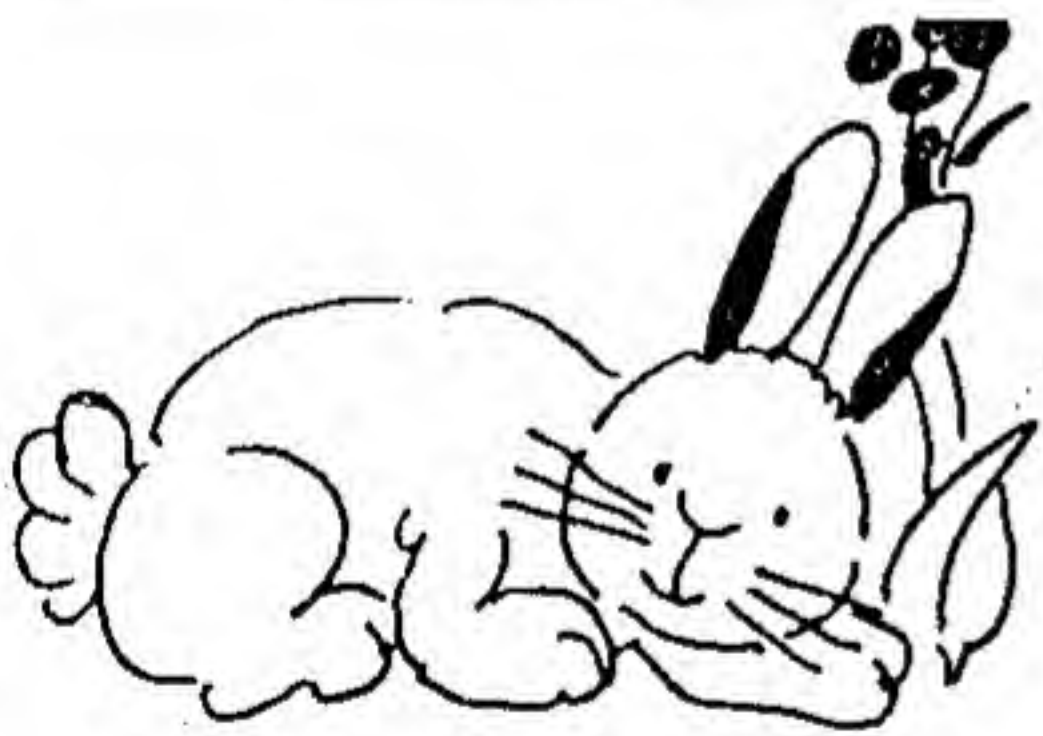
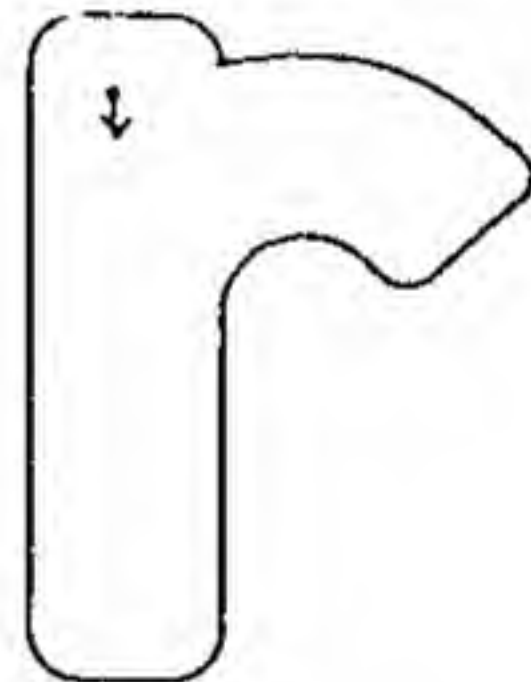
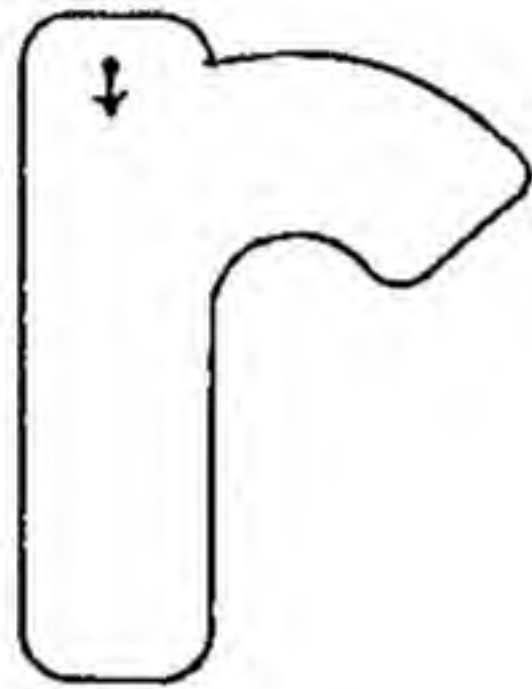
Term: 2  
Day: 5

Day: \_\_\_\_\_

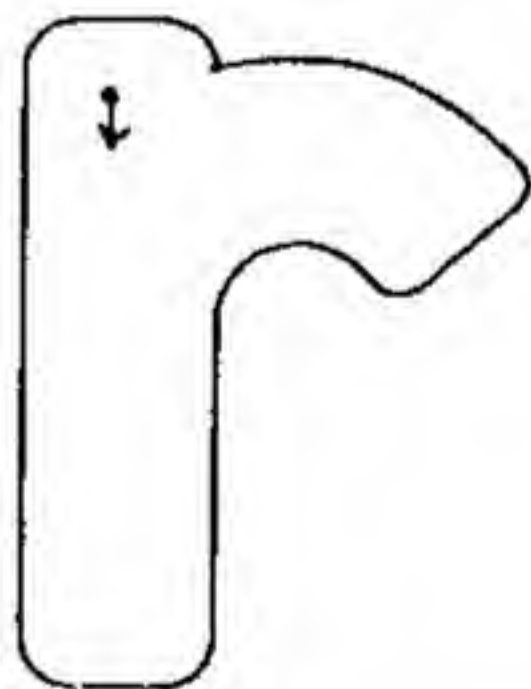
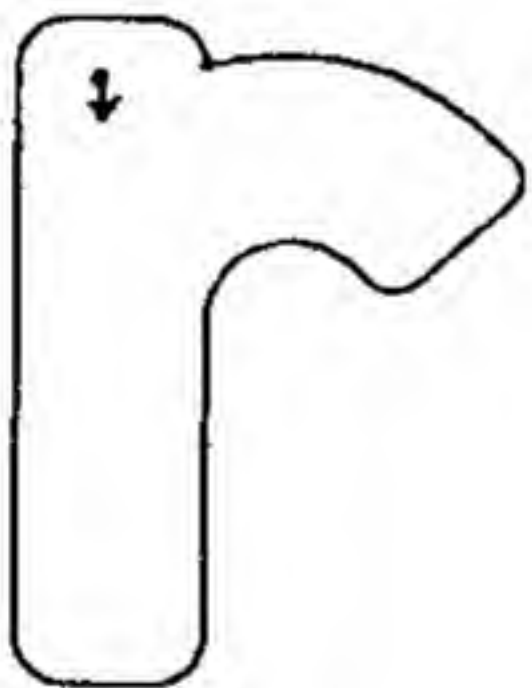
ite and colour



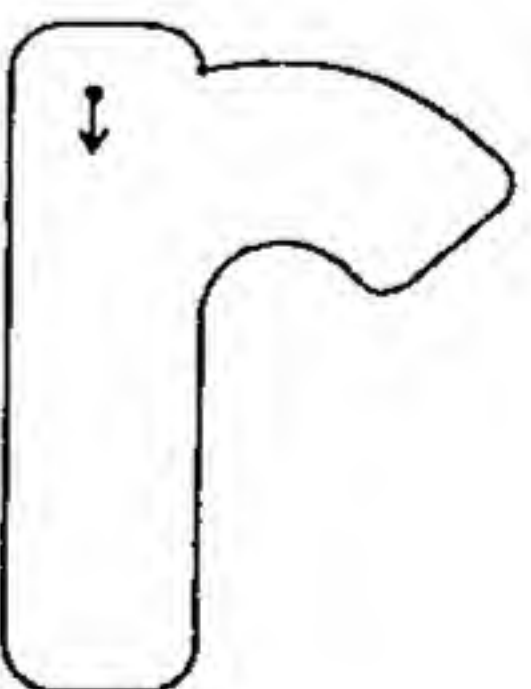
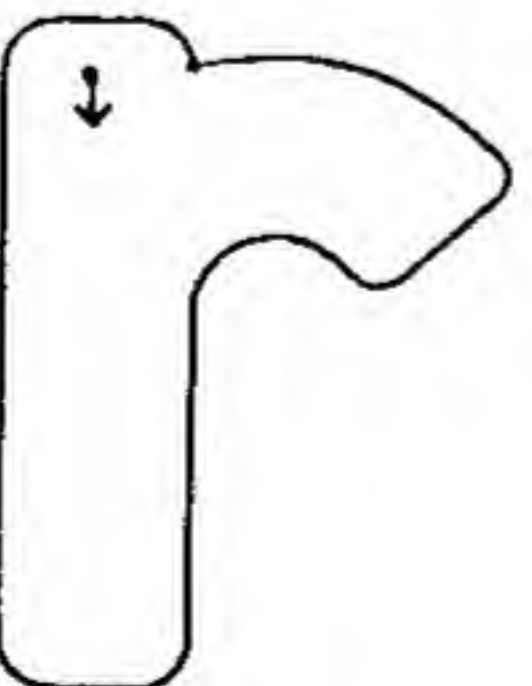
refrigerator



rabbit



ribbon





# Lesson Plan

## Communication

Level. Nursery.

Term. 2.

Week.2.

Day.6

- 1. Objective:** The Children will be able to.
- Learn the correct formation of the letter n.
  - Develop language.
- 2. Function.** Tracing of letter t in between the double lines
- 3. Activity:** Colouring in associated picture.
- 4. Material:** Work sheet, sand tray, sand paper letters.
- 

**5. Procedure:**

Ask the children to trace the letter r in between the double lines starting from a given point.  
Colouring in associated pictures.

**Group Work:**

One group can do the work sheet and the other can work with the material: Sand tray, sand paper letters, flash cards, sound, colours.



# Worksheet

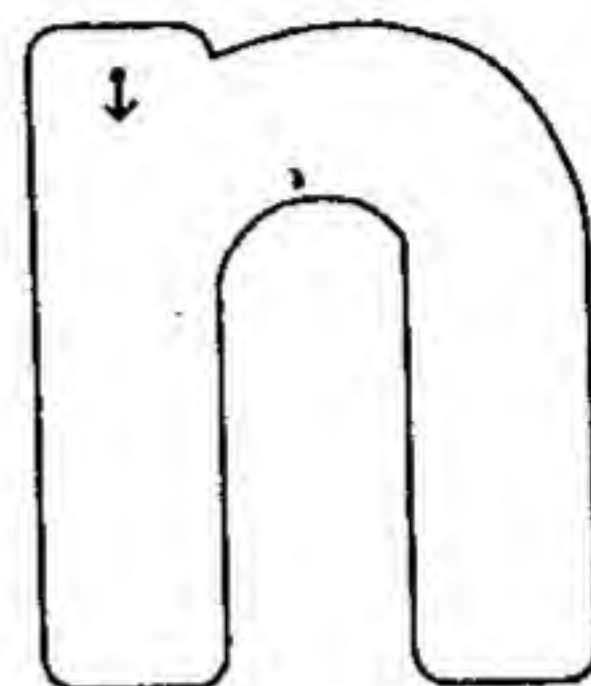
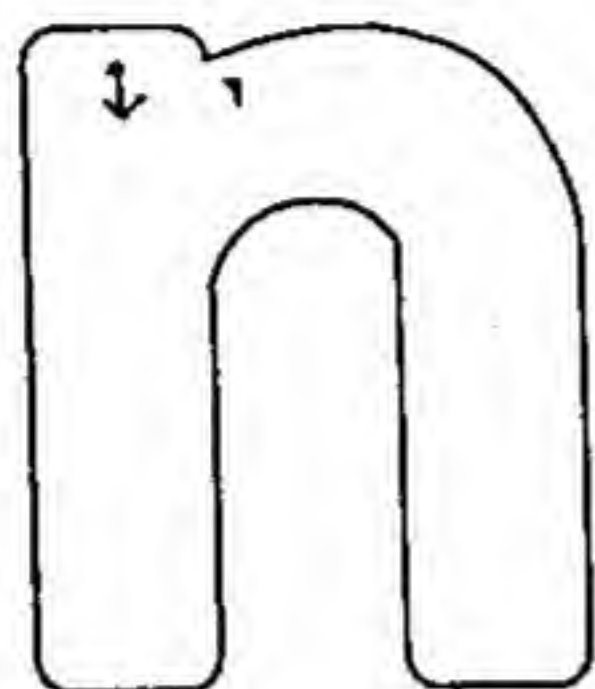
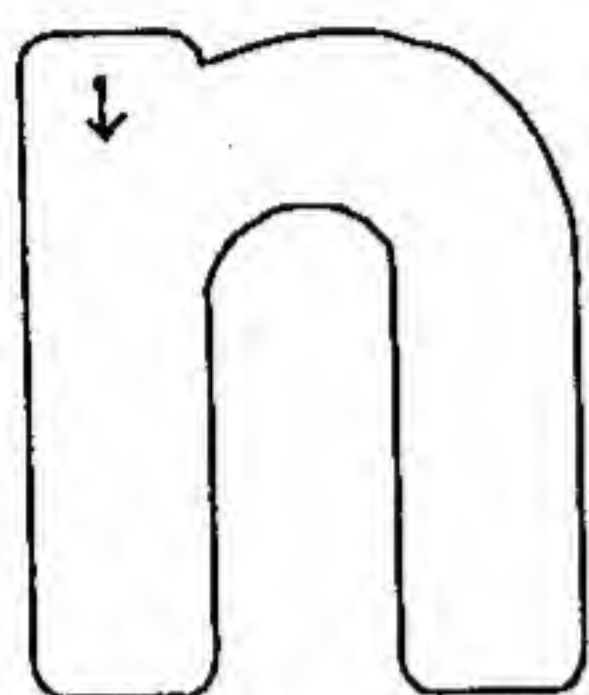
Level: *Nursery*  
Week: *2*

Term: *2*  
Day: *6*

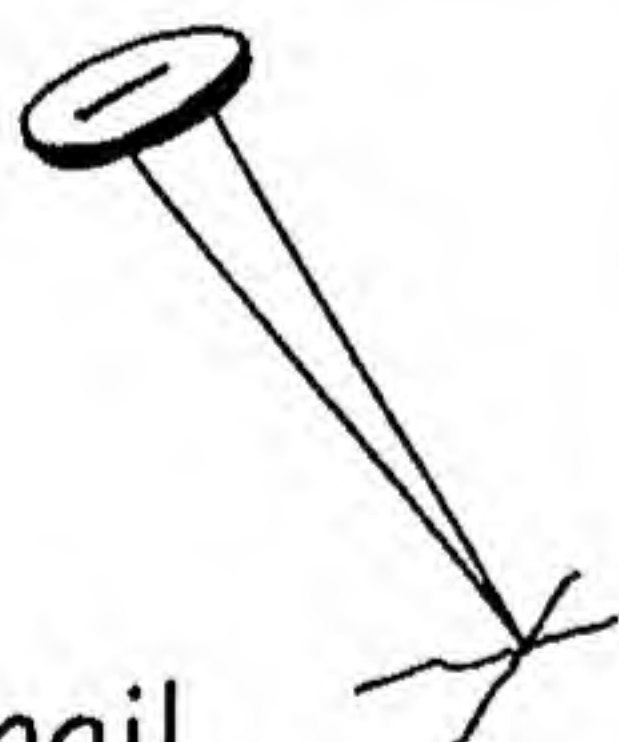
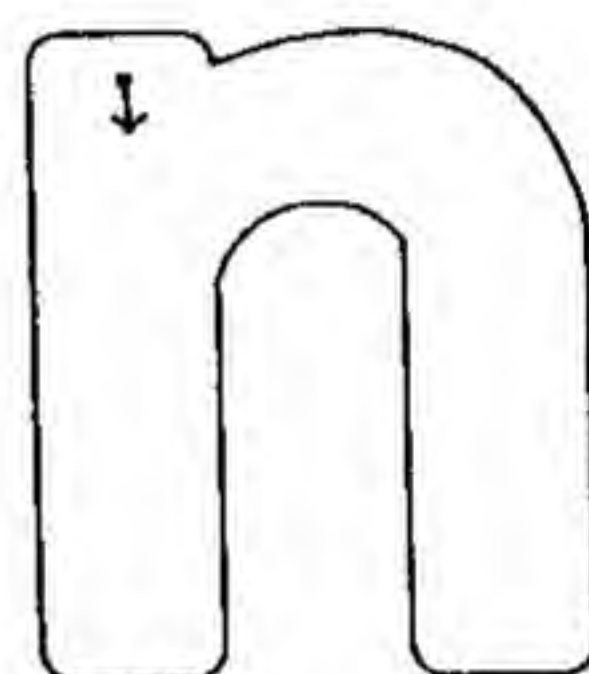
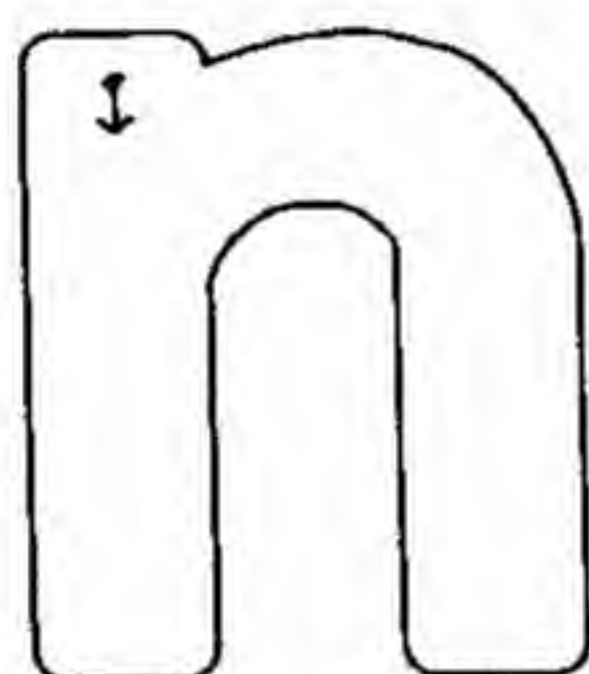
Date: \_\_\_\_\_

Day: \_\_\_\_\_

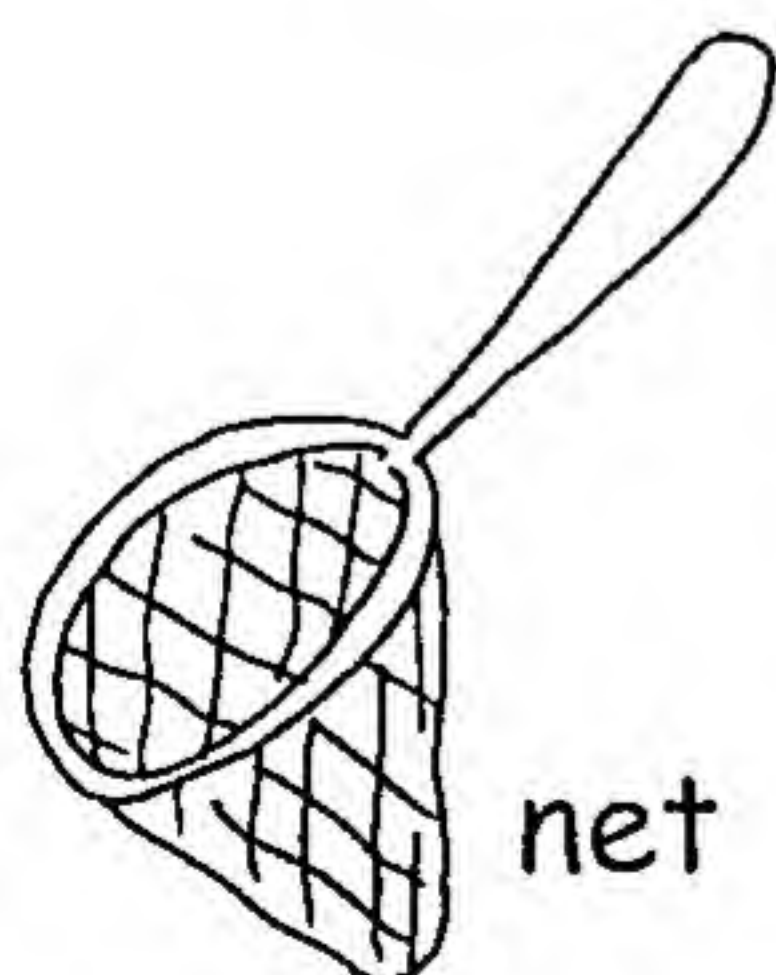
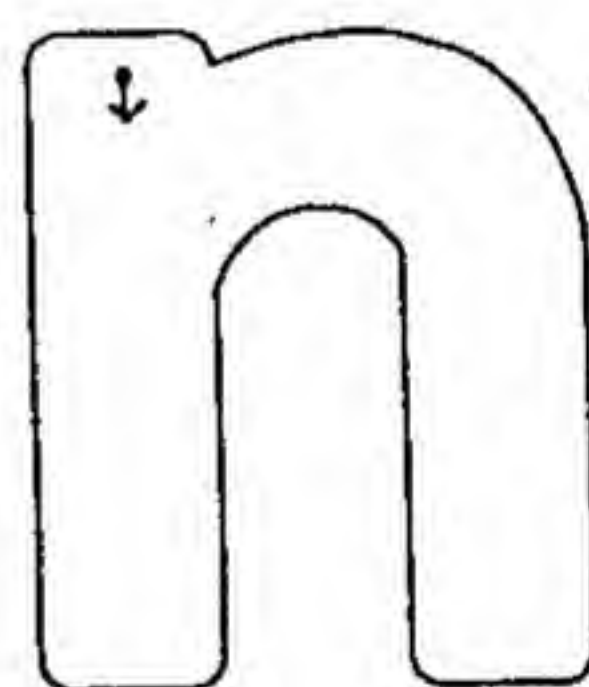
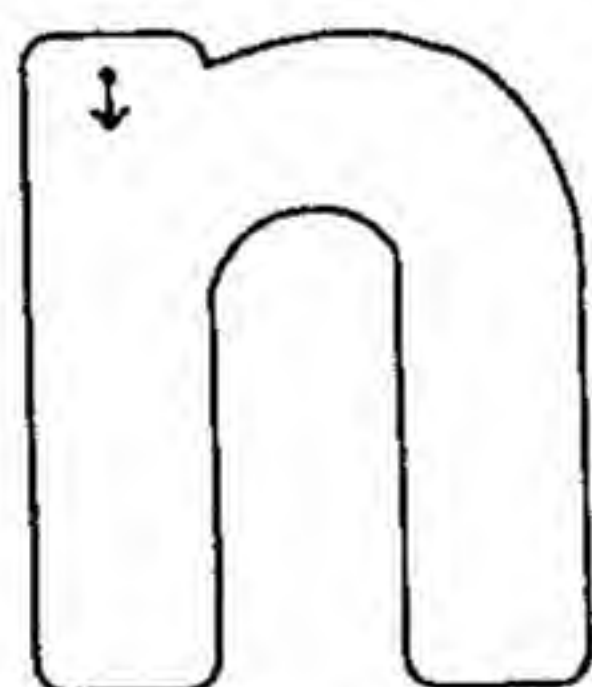
Trace and colour



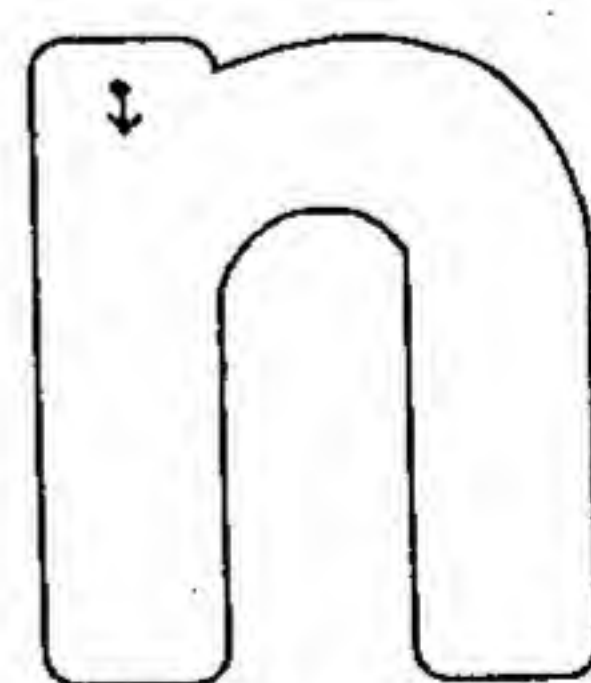
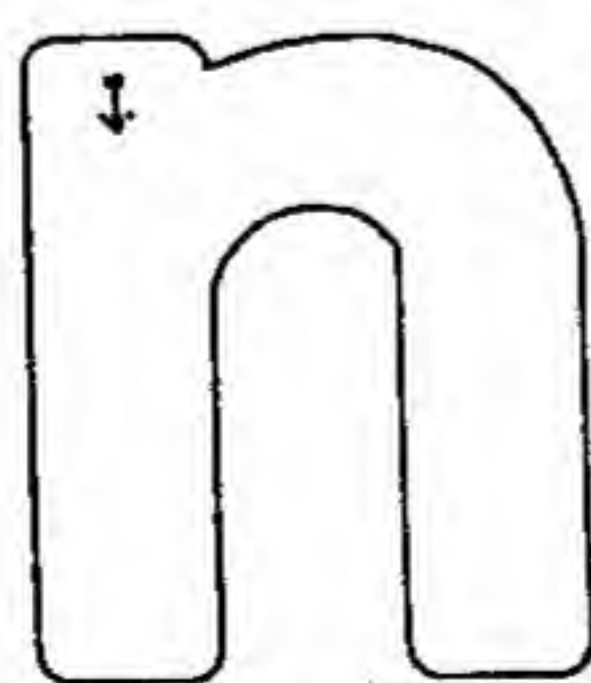
nose



nail



net





# Lesson Plan

## (English)

Level: Nursery

Term: 2

Week: 3

Periods: 8

Communication	Reading	Writing	Assessment.
<ul style="list-style-type: none"><li>Names of different vegetables such as tomato, potato, carrot, lady finger, onion, brinjal etc.</li><li>A Nursery Rhyme. (Red light Red light What do you say)</li></ul> Fun activity.	Story little red riding hood.	Tracing of the letter t, r, n over the dots starting from a given point. Independent writing.	Proper formation of letters. Independent writing of the letters t, r and n with proper formation.



# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 3

Day: 1

- 1. Objective:** The Children will be able to:
- Name the different vegetables.
  - Refining of senses by following tasting smelling and discriminating sizes, colour and shapes of various vegetables.
- 2. Function.** Names of different vegetables
- 3. Activity:** Flash cards, book on fruits & vegetables, real vegetables, artificial clay models.
- 4. Material:** Work sheet, sand tray, sand paper letters.

---

**5. Procedure:**

Discussion while showing and cutting vegetables in front of children during demonstration in the circle time.

Singing:

I like to eat carrots and potatoes.

Follow up:

Sorting of fruits and vegetables



# Worksheet

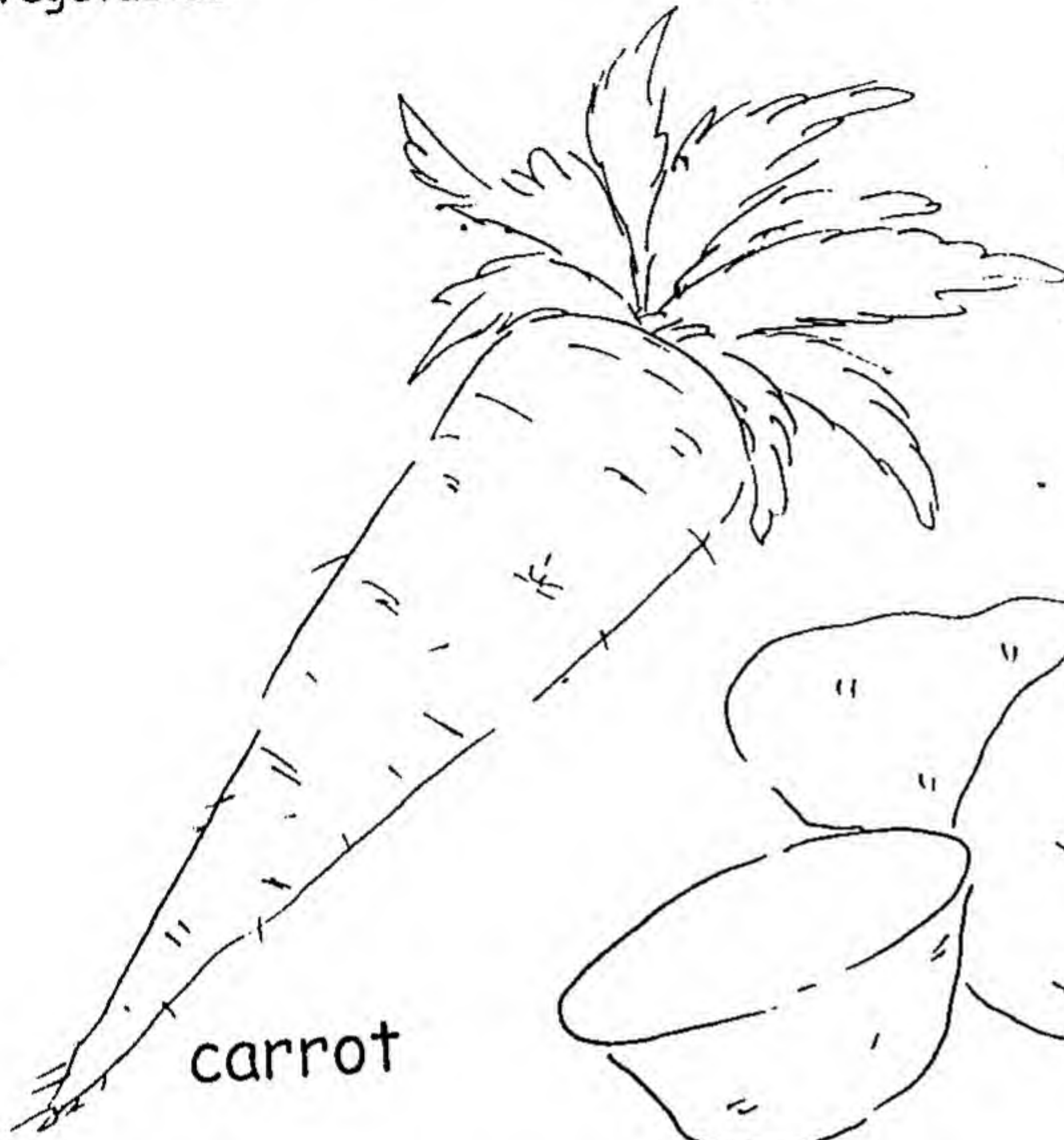
Level: *Nursery*  
Week: 3

Term: 2  
Day: 1

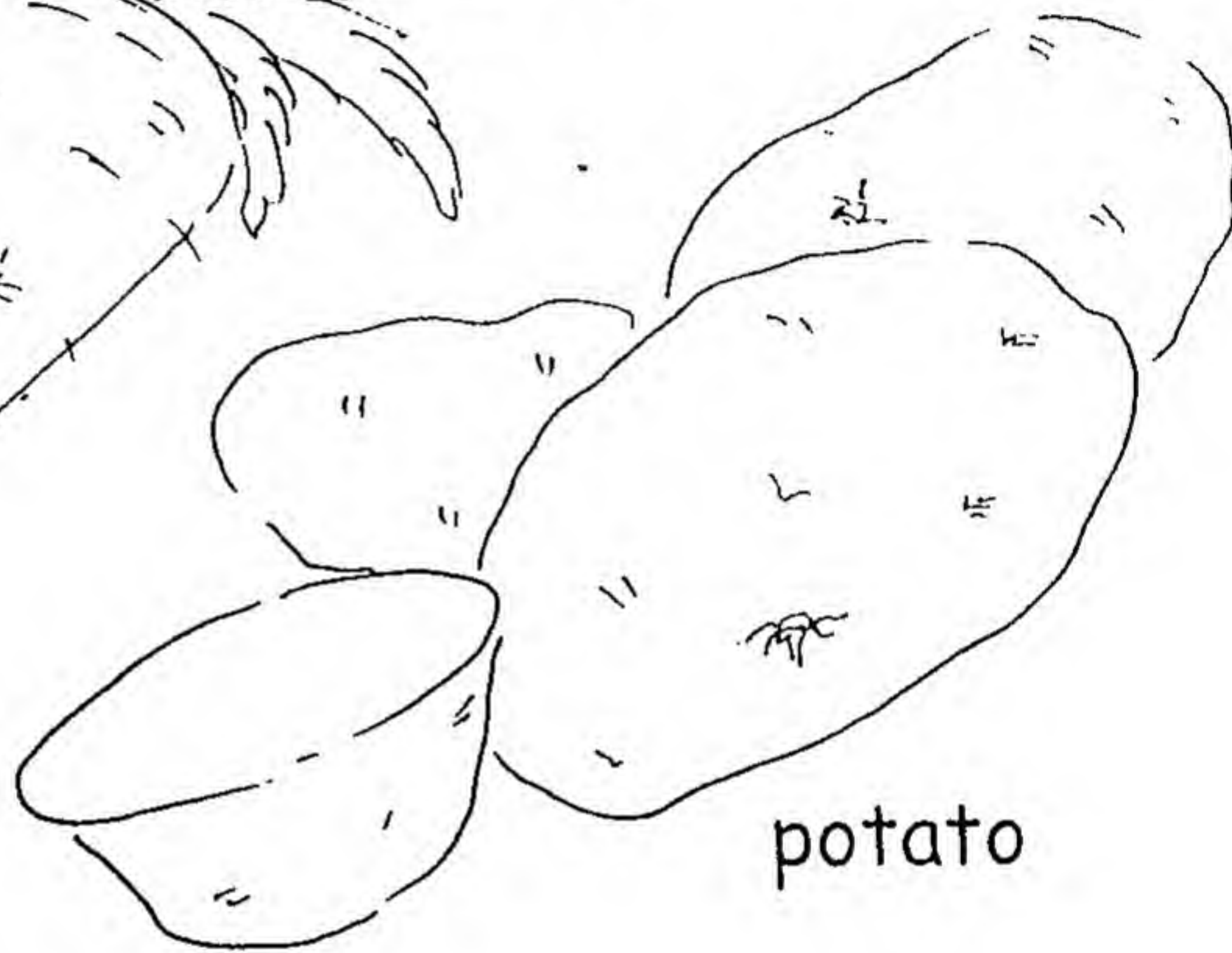
Date: \_\_\_\_\_

Day: \_\_\_\_\_

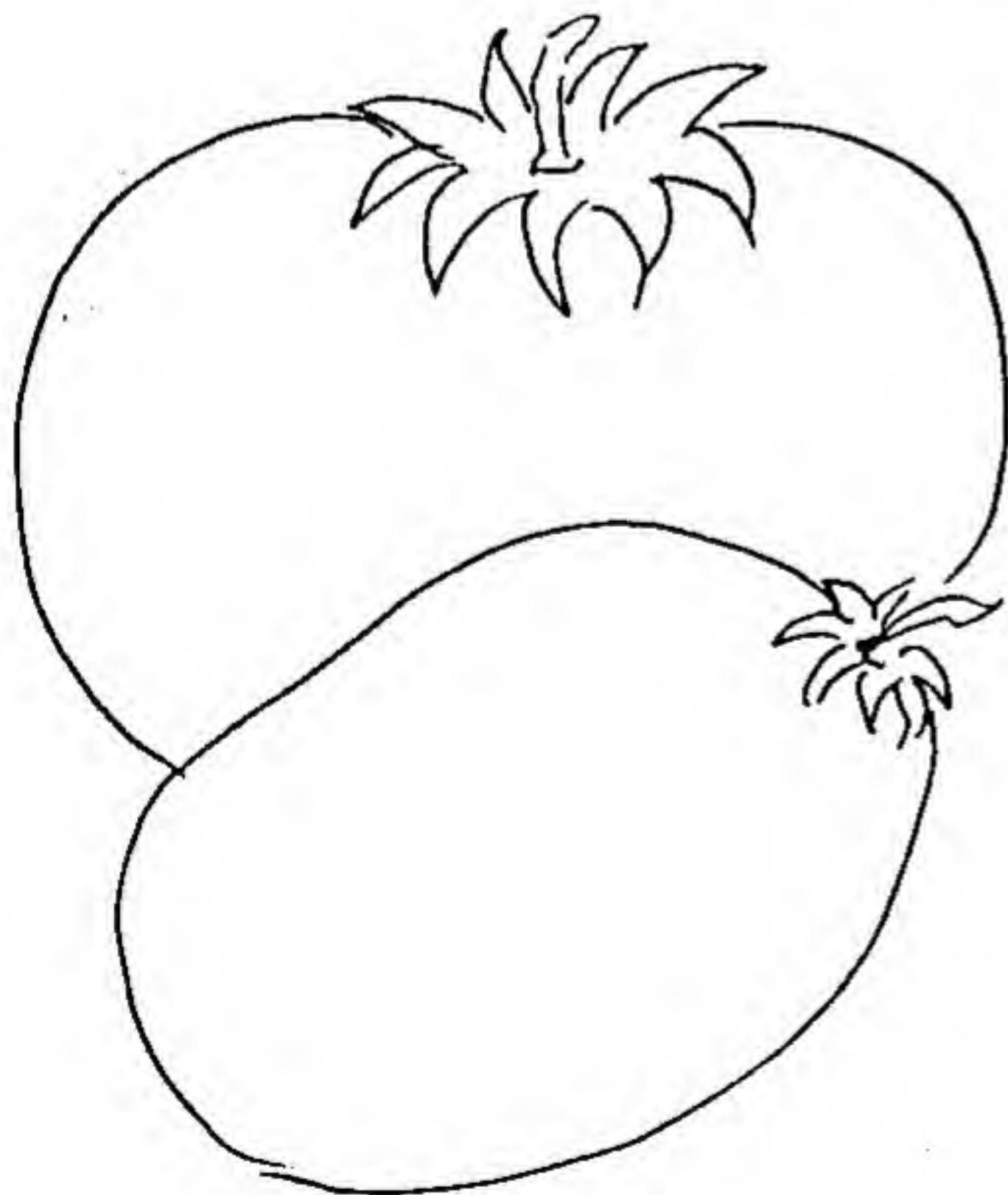
## Vegetables



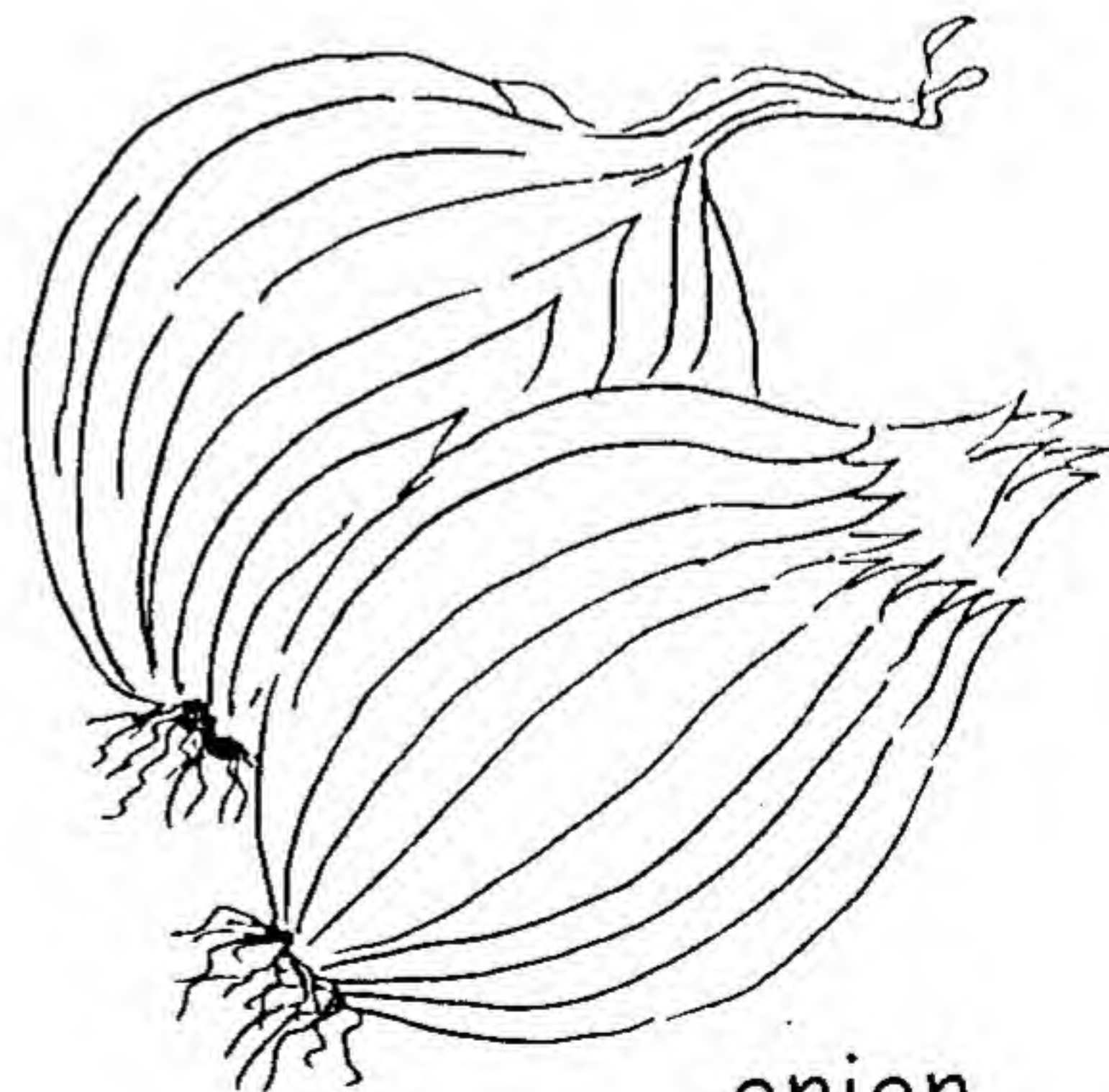
carrot



potato



tomato



onion



# Worksheet

Level: Nursery  
Week: 3

Term: 2  
Day: 1

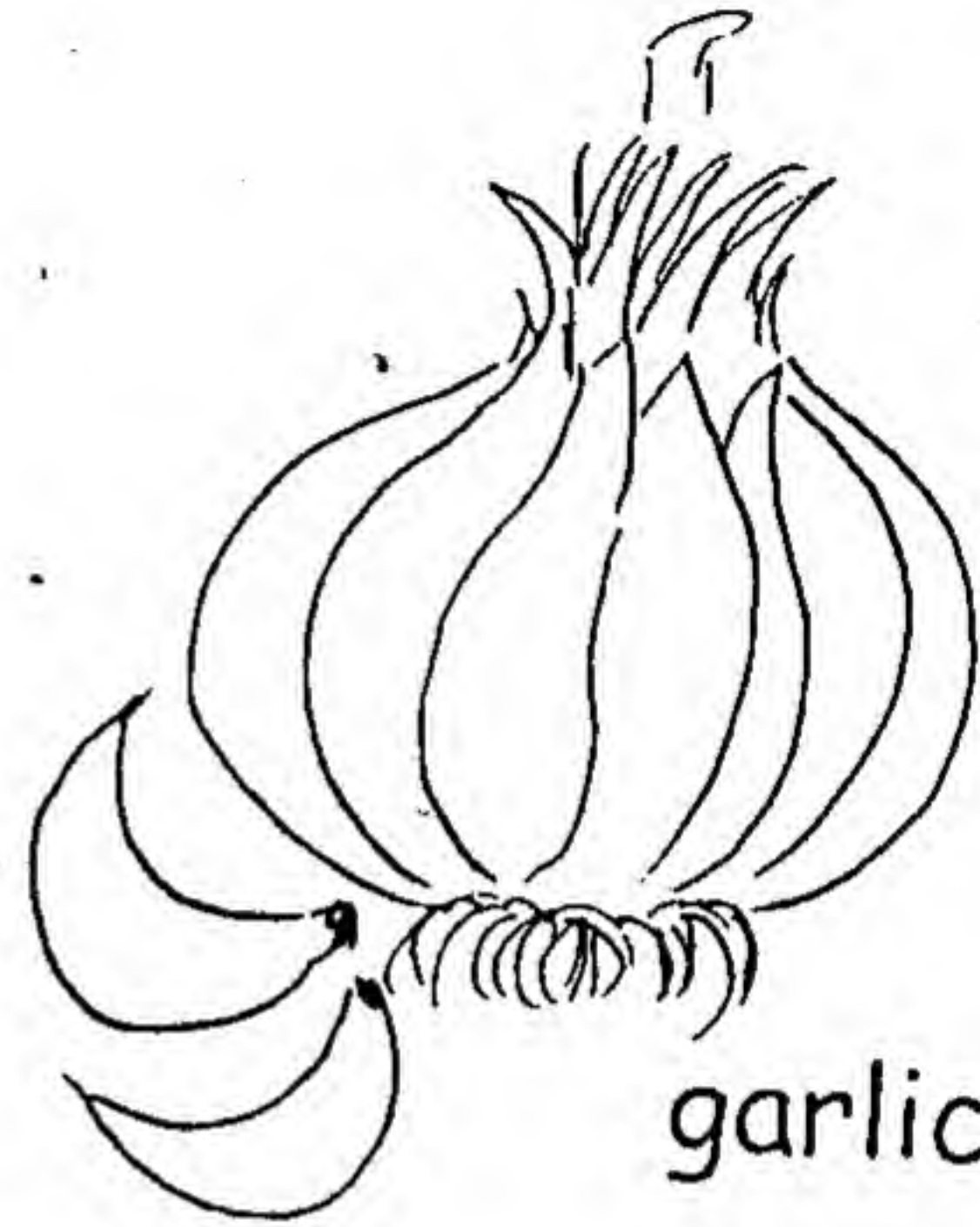
Date: \_\_\_\_\_

Day: \_\_\_\_\_

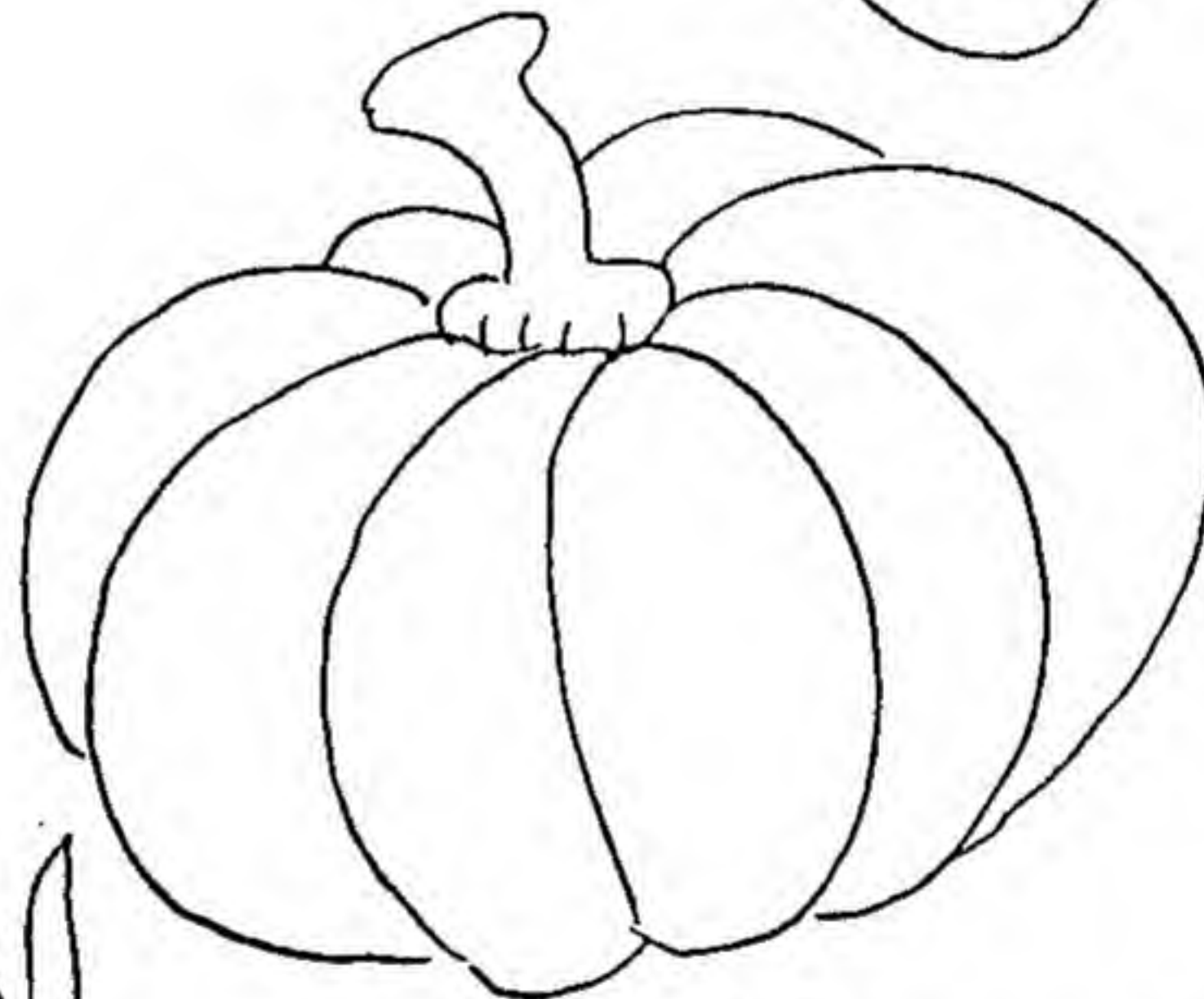
## More Vegetables



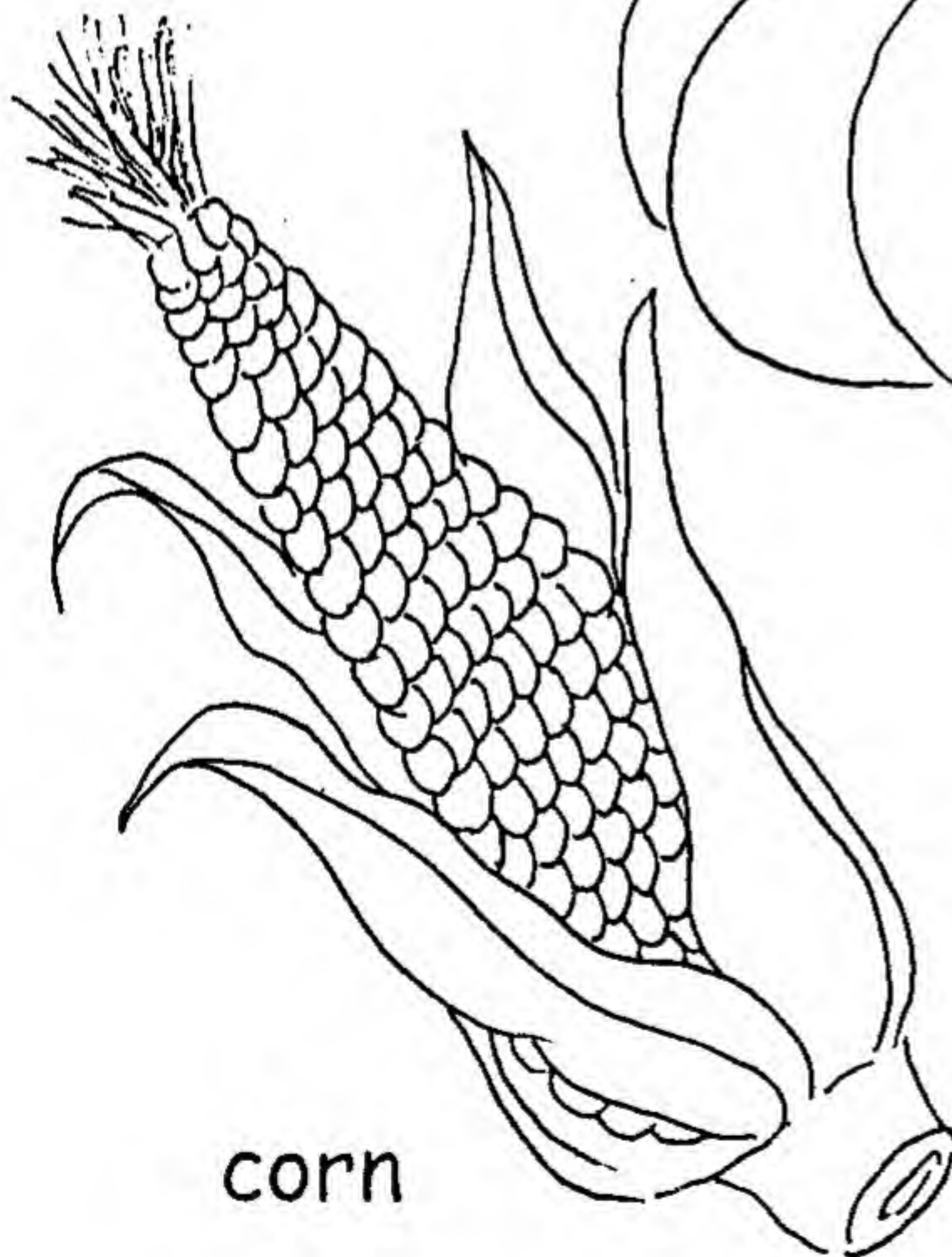
ginger



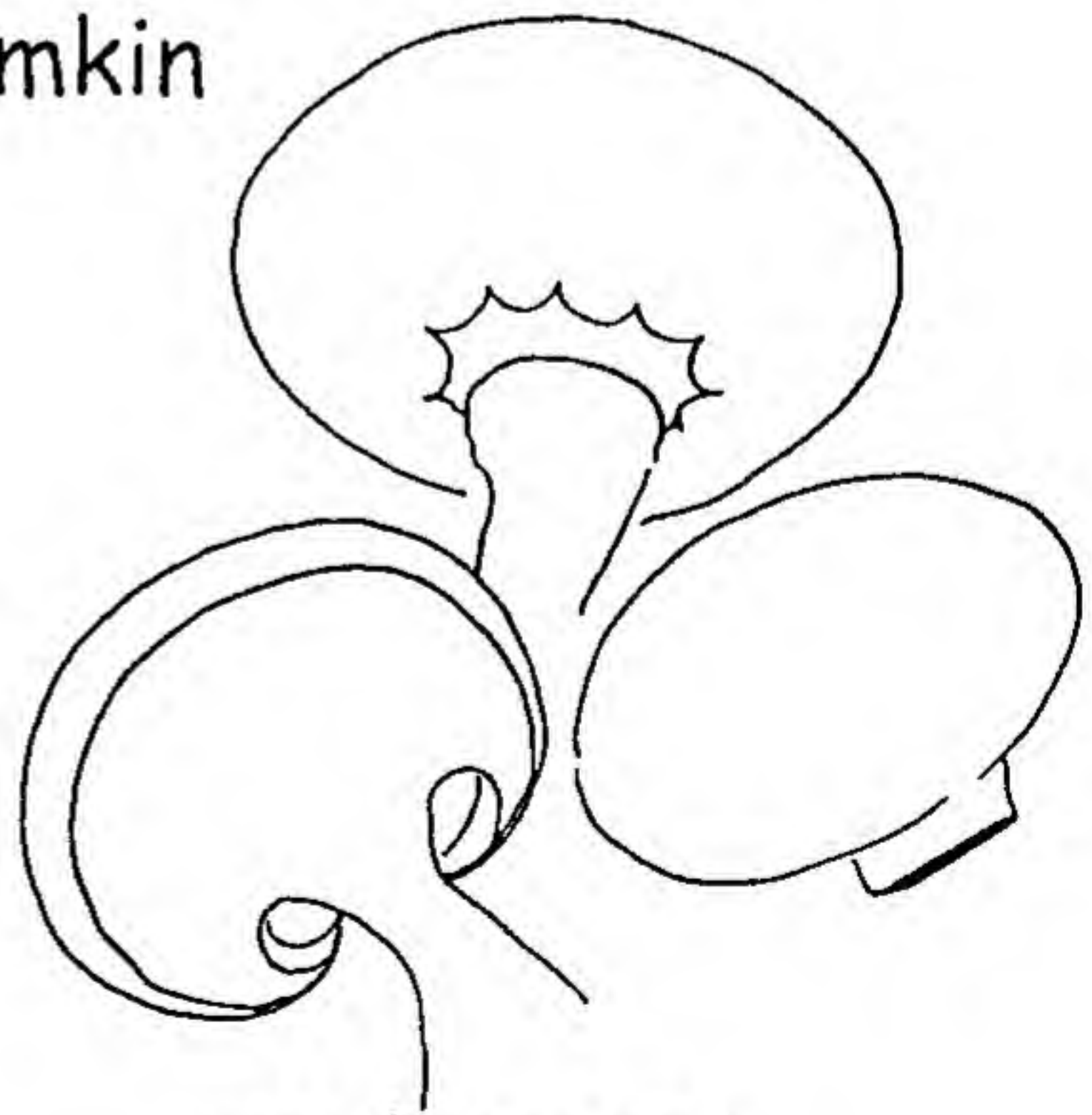
garlic



pamkin



corn



mushrooms



# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 3

Day: 2

- 1. Objective:** The Children will be able to:
    - Enjoy the nursery rhyme.
    - Reinforce the primary colours.
  - 2. Function.** Singing a colour rhyme
  - 3. Activity:** Singing and Making a cut out of traffic lights.
  - 4. Material:** Cut outs of red yellow and green circles and a cut of traffic signals.
- 

### **5. Procedure:**

#### **Task – A:**

Nursery Rhyme

##### **a. Preparation:**

Tell them that they are going to listen and sing a poem about colour

##### **b. Listening.**

Children will learn the lyrics and listen to the song.

##### **c. Singing.**

Children will sing and teach and join and sing will activity and involved with the children.

#### **Task – B:**

Fun Activity:

Making of Traffic lights



# Lesson Plan

## Reading

Level: Nursery  
Term: 2  
Week: 3  
Day: 3

1. **Objective:** The Children will be able to develop language.
  2. **Skill:** Reading aloud for reading comprehension.
  3. **Topic:** Little red riding hood.
  4. **Material:** Pictures, props, story book visual aids.
- 

5. **Procedure:**

a. Ask the following.

1. Why is Red Riding Hood called Red Riding Hood?
2. Where is she going?
3. What is the name of the wild animal in the story?
4. Who is a wood cutter etc?

b. Reading aloud.

Read the story along talk about the pictures give the vocabulary. They repeat after you.

Follow up:

Role-play of the story.

# Lesson Plan

## Communication

Level: Nursery  
Term: 2  
Week: 3  
Day: 4

- 1. Objective:** The Children will be able to:
- Trace the letter t with proper formation on the dotted lines.
  - Write the letter t independently.
- 2. Function.**
- Tracing of letter t.
  - Independent writing of the letter t.
- 3. Activity:** Colouring in the associated pictures.
- 4. Material:** Worksheet colours pencils, sand paper letters sand tray.
- 

- 5. Procedure:**
- A tracing of the letter t over the dotted lines, independent writing the letter t and Colouring in the associated pictures.

**Group Work:**

One group will do the work sheets and one group can work with t material.



# Worksheet

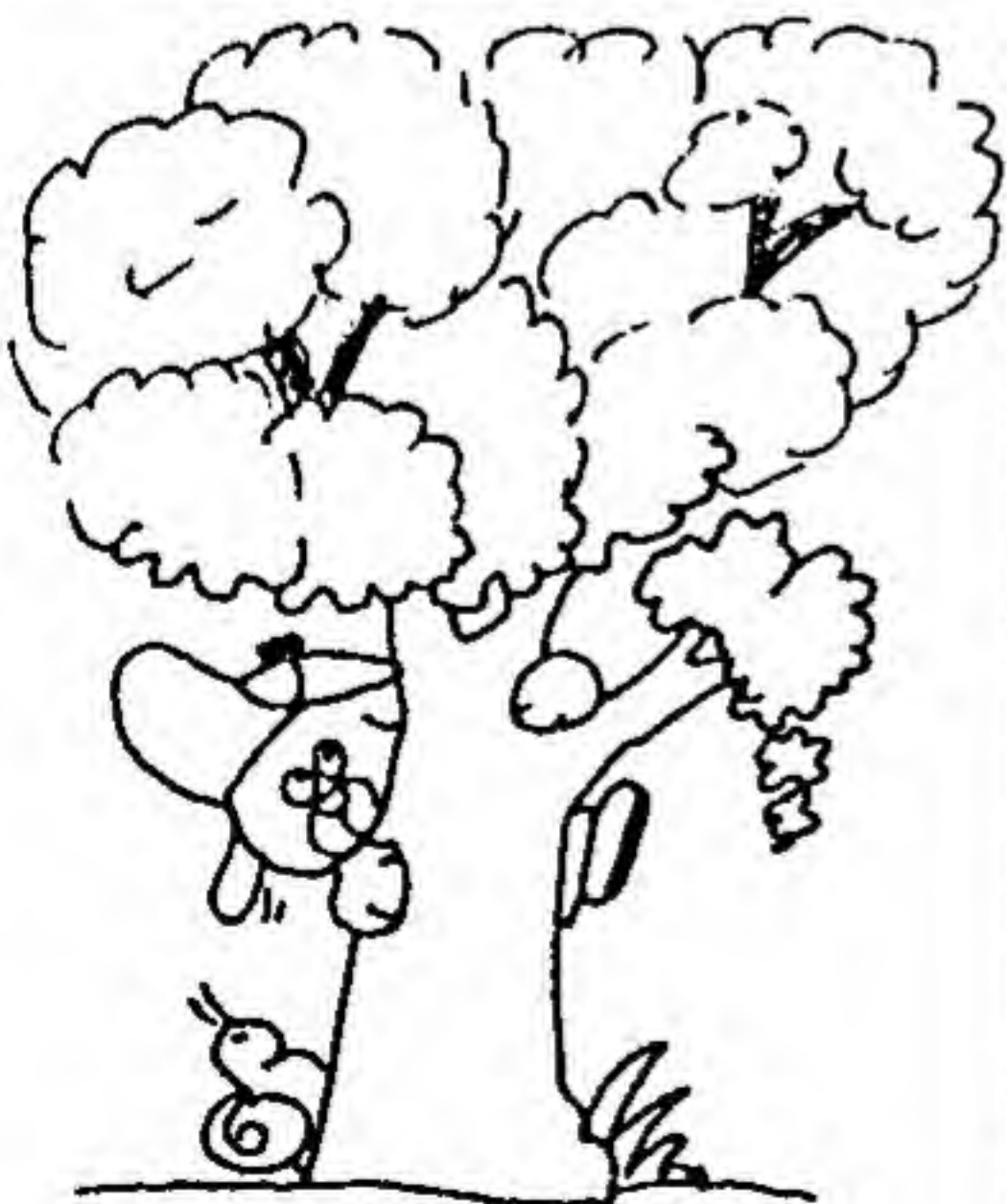
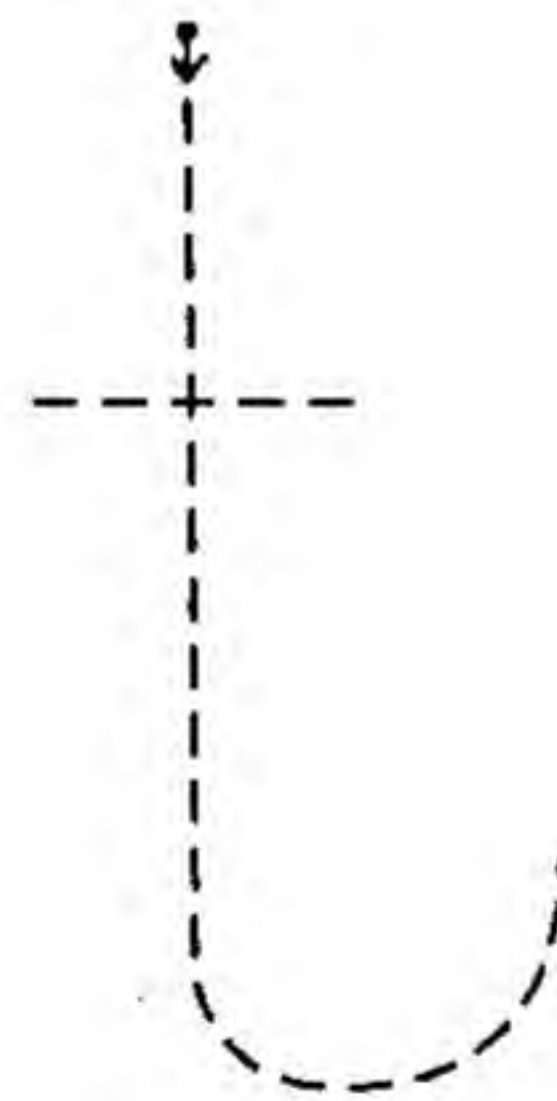
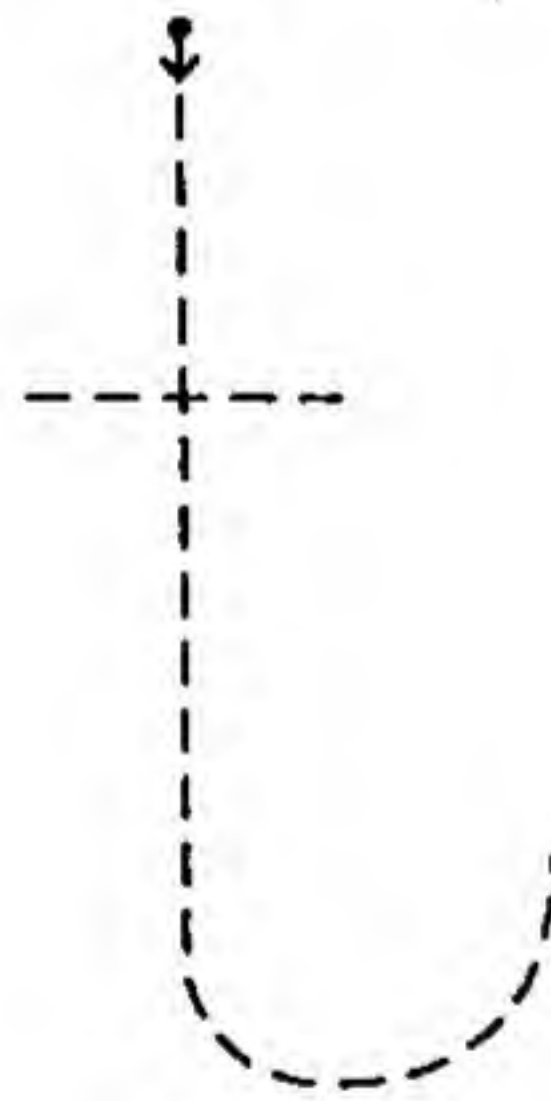
Level: Nursery  
Week: 3

Term: 2  
Day: 4

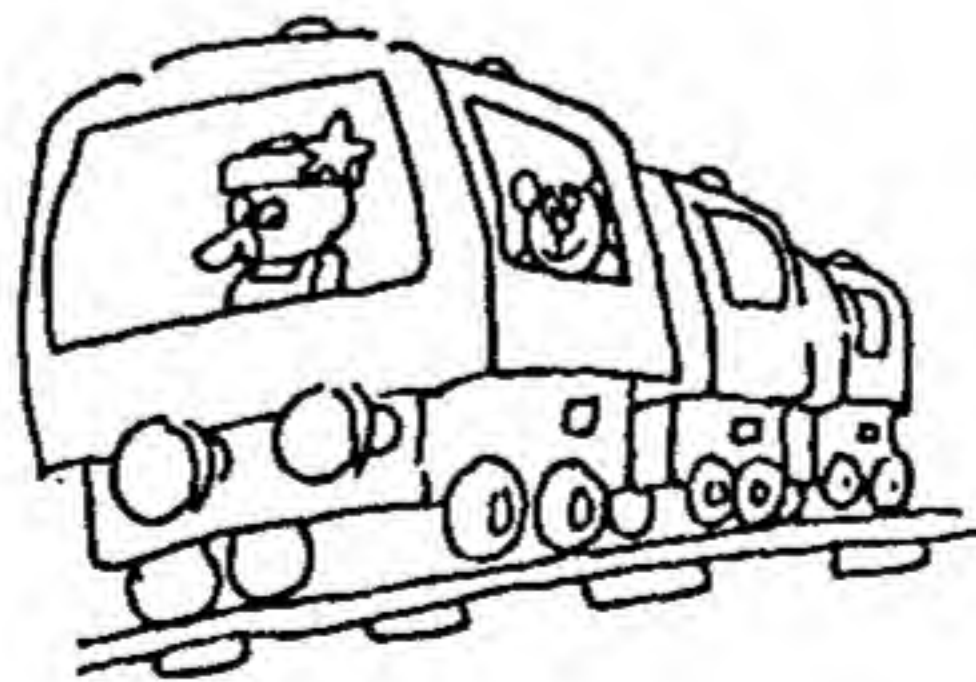
Date: \_\_\_\_\_

Day: \_\_\_\_\_

Join the dotted 't'



tree



train



telephone

# Worksheet

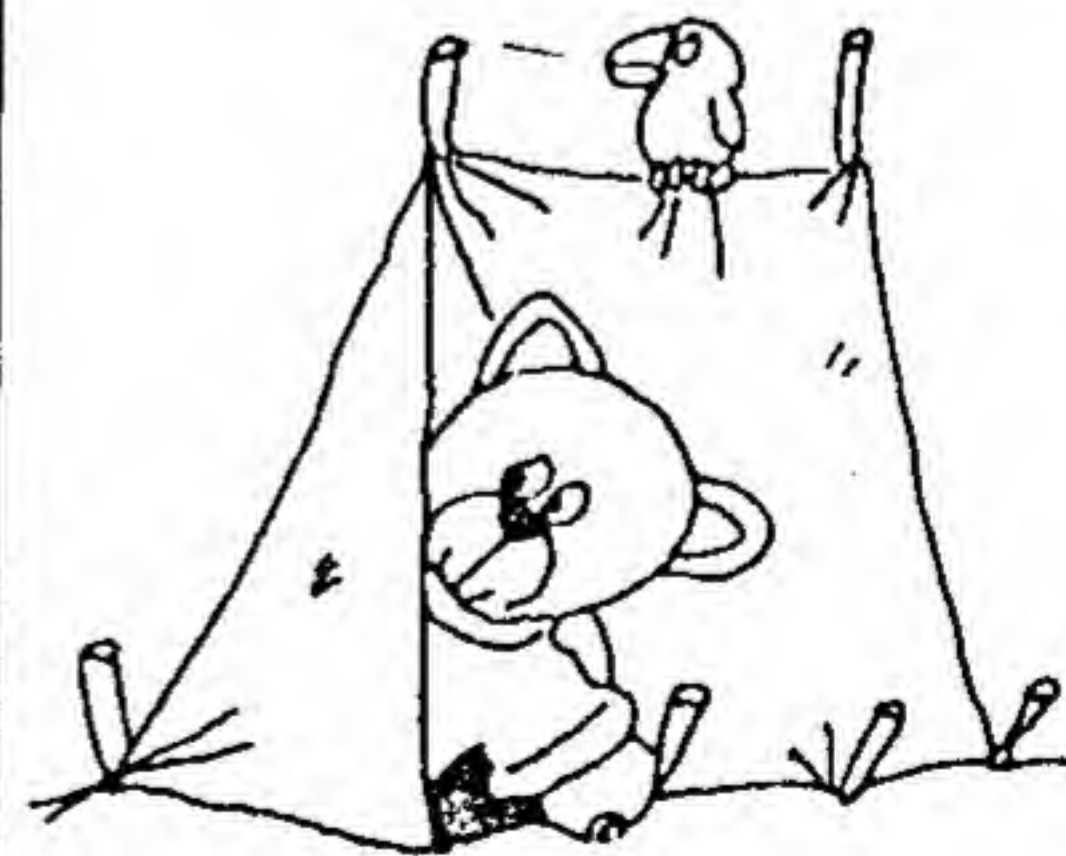
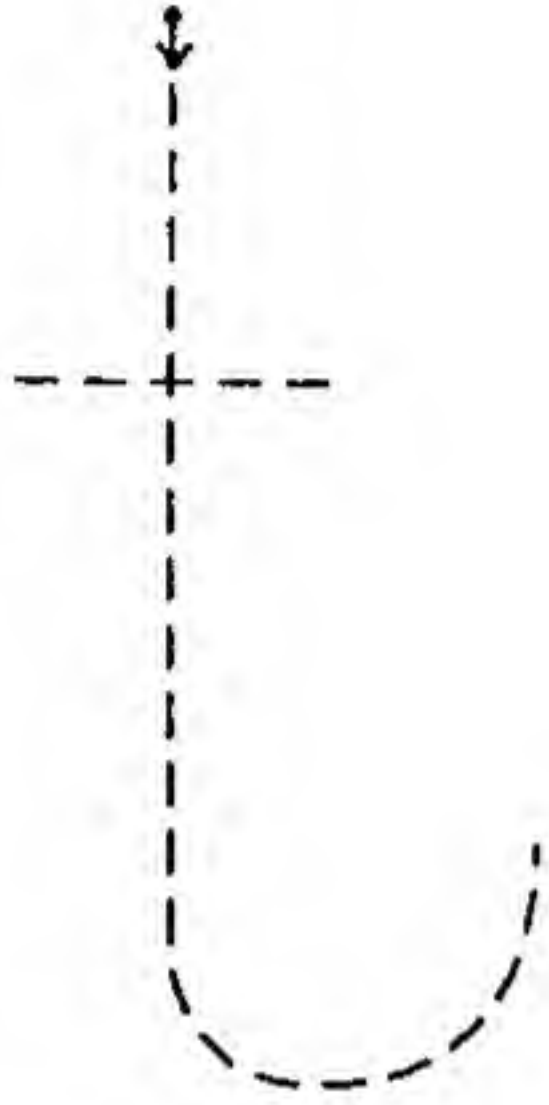
Level: Nursery  
Week: 3

Term: 2  
Day: 4

te: \_\_\_\_\_

Day: \_\_\_\_\_

rite 't' independently



tent



# Lesson Plan

## Writing

Level: Nursery  
Term: 2  
Week: 3  
Day: 5

1. **Objective:** The Children will be able to:
    - Trace the letter r with proper formation.
    - Write the letter r independently.
  2. **Function.** Tracing of letter t in between the double lines
  3. **Activity:** Colouring in associated picture.
  4. **Material:** Work sheet, sand tray, sand paper letter, flash cards.
- 

### 5. **Procedure:**

The children will be asked to trace the letter r on the dotted line starting from the given point. Independent writing of the letter and colouring in the associated picture.

### Group Work:

One group can do the worksheet and the other group can do the material work.

# Worksheet

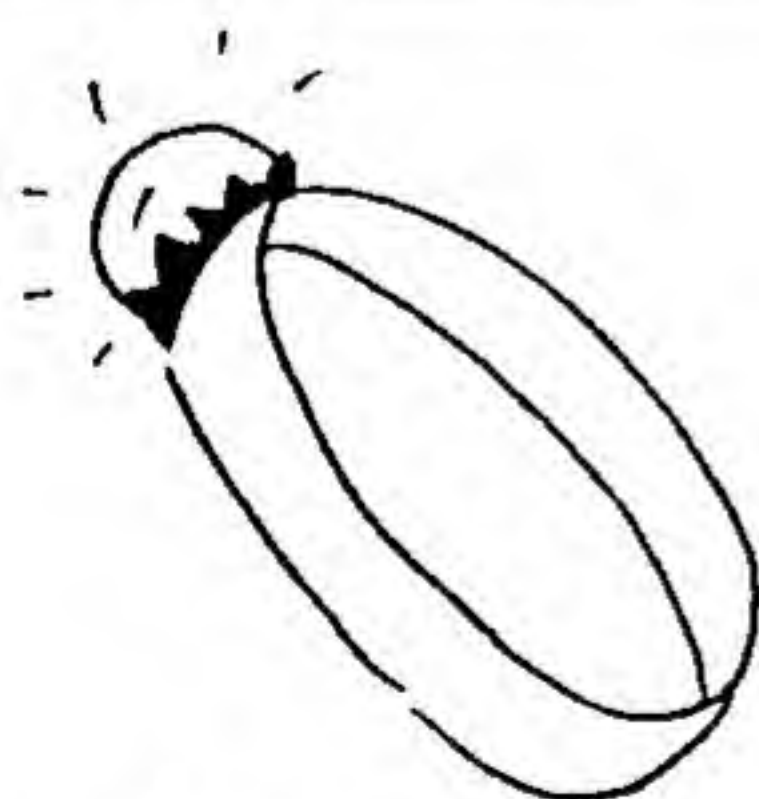
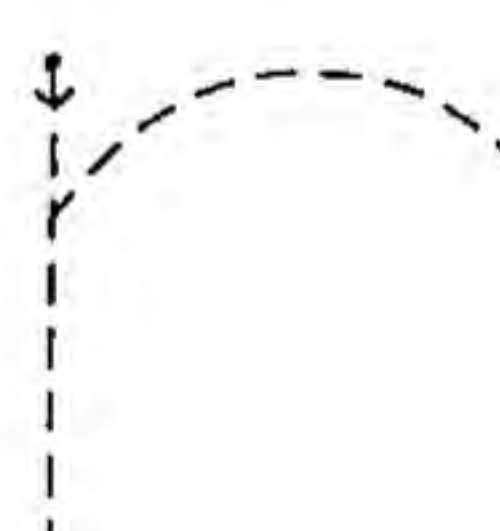
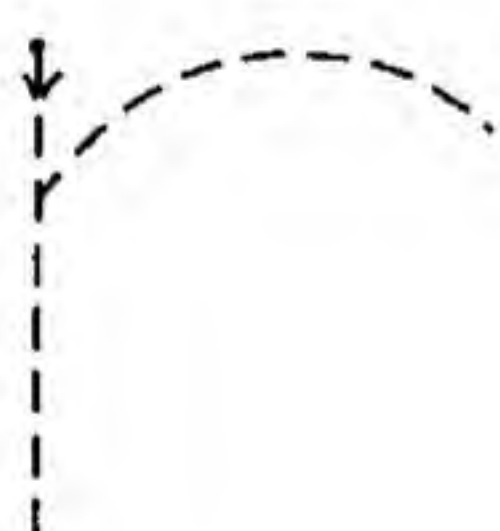
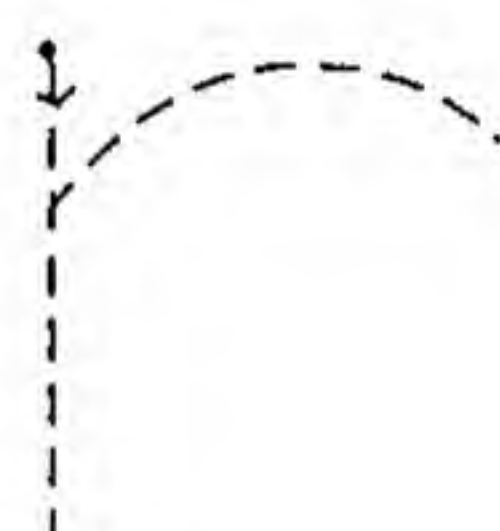
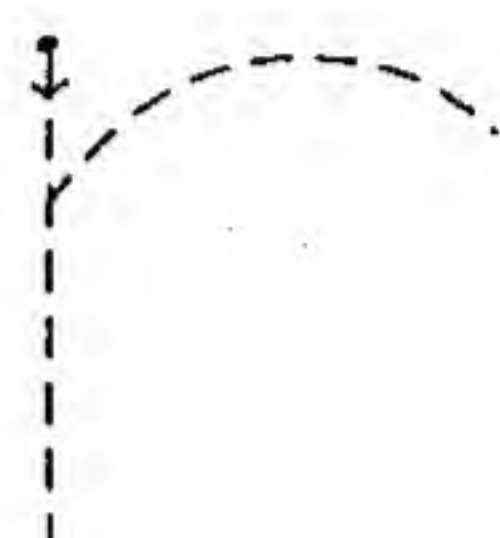
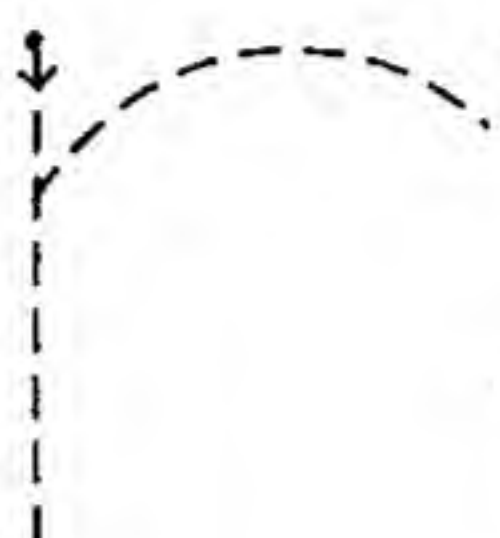
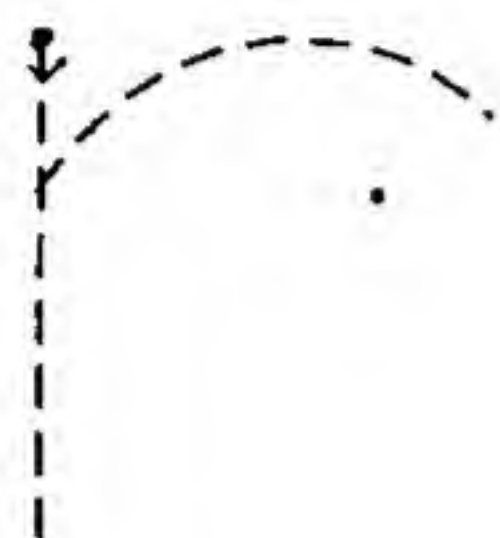
Level: *Nursery*  
Week: *3*

Term: *2*  
Day: *5*

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Join the dotted 'r'



ring



rabbit



rose



# Lesson Plan

## Writing

Level: Nursery

Term: 2

Week: 3

Day: 6

1. **Objective:** The Children will be able to:
    - Trace the letter n with proper formation.
    - Write the letter n independently.
  2. **Function.**
    - Tracing on the dots.
    - Independent writing.
  3. **Activity:** Colouring in associated picture.
  4. **Material:** Work sheet, sand tray, sand paper letter, flash cards.
- 

### 5. Procedure:

The children will be asked to trace the letter n on the dotted line starting from a given point. Independent writing of the letter n and colouring in the associated pictures.

# Worksheet

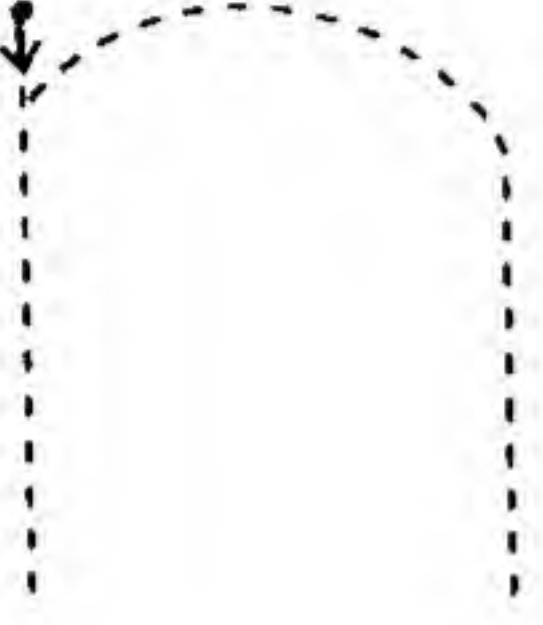

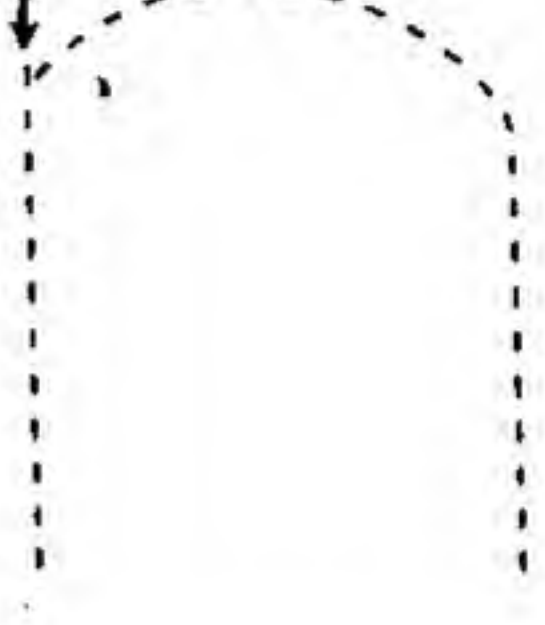



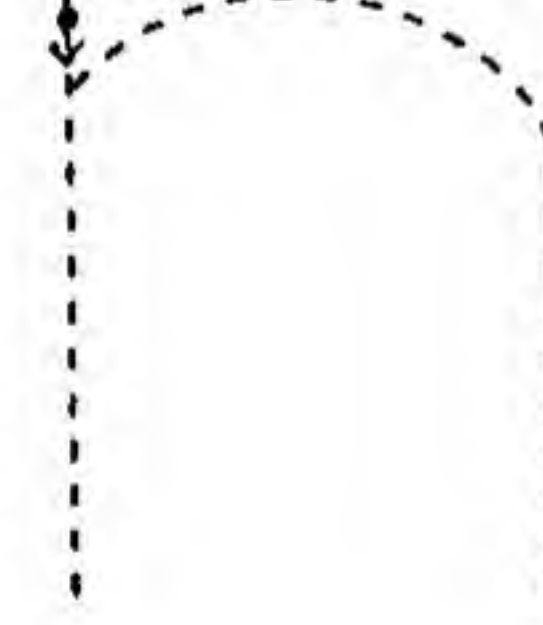


Level: *Nursery*  
Week: *3*

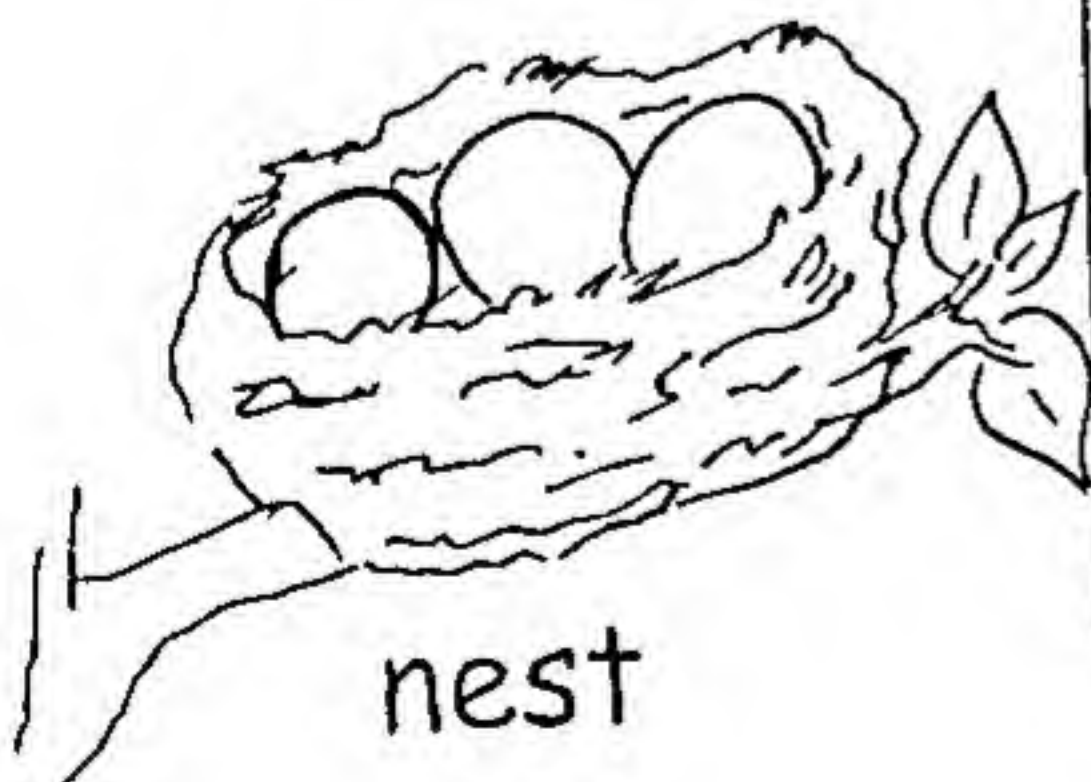
Term: *2*  
Day: *6*

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Join the dotted 'n'

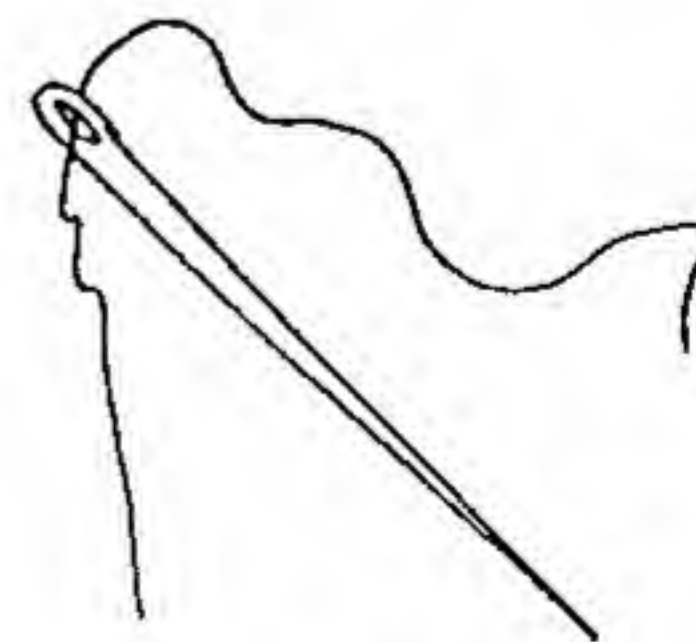
		
		
		



nest



nut



needle



# Worksheet

Level: *Nursery*  
Week: *3*

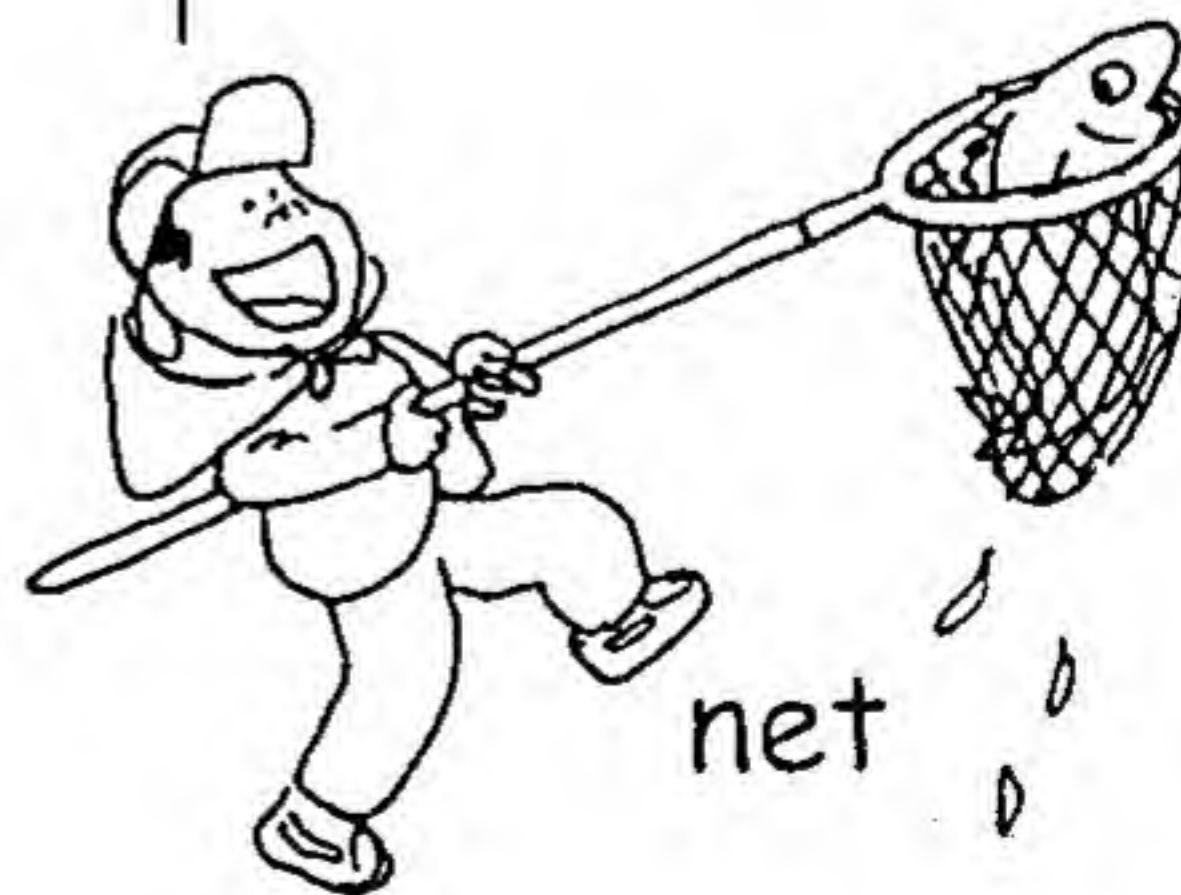
Term: *2*  
Day: *6*

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Write 'n' independently

n



# Lesson Plan

## (English)

Level: Nursery

Term: 2

Week: 4

Periods: 8

Communication	Reading	Writing	Assessment.
<ul style="list-style-type: none"><li>- Reinforcements of all the sounds done so far</li><li>- Introduction of the letter m, g, and s orally.</li><li>- Introduction to the months of the year.</li></ul>	Text. The dog likes Jane and the dog like Peter (New word) The.	Work sheet.	Yes



# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 4

Day: 1

- 1. Objective:** The Children will be able to:
- Memorize all the sounds learnt earlier.
  - Recognize letters and objects.
  - Related to the letter.
- 2. Function.** Reinforcement
- 3. Activity:** Writing in sand Recognition of the letters done so far.
- 4. Material:** Sand paper letters, sand paper, Flash cards, books.
- 

**5. Procedure:**

Write the letters on the board ask the children about the sounds they will name the things related to the letter and you can draw things on the board. i, c is for so on. Do the revision of all the le done so far.

**Group Work:**

Children can do the material work in pairs or groups and pairing exe. etc.

# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 4

Day: 2

- Objective:** The Children will be able to:
- Develop their vocabulary.
  - Analyze that each letter has a different sound and formation.
- Function.** Introduction of the letter m g and s orally
- Activity:** Colouring in pictures, individual tracing of letters on sand paper and sand tray.
- Material:** Mobiles, cut outs, pairing cards, sound game, sand paper letters.

---

### **Procedure:**

Letters will be introduced on the board one by one along with its related pictures.

Teacher will teach the sound of each letter and will tell the formation two.

Individual tracing of letters on the sand paper will be done and each child will trace letters m g and s over the sand.

### **Group Work:**

Children can work in groups with the material.

### **Task – A: Fun Activities.**

Colouring in associated pictures of the introduced letters



# Worksheet

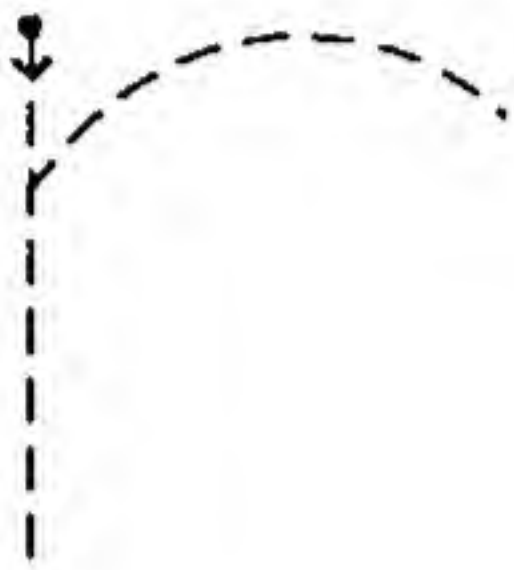
Level: *Nursery*  
Week: *3*

Term: *2*  
Day: *5*

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Write 'r' independently.



rain

# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 4

Day: 1

- Objective:** The Children will be able to:
- Memorize all the sounds learnt earlier.
  - Recognize letters and objects.
  - Related to the letter.
- Function.** Reinforcement
- Activity:** Writing in sand Recognition of the letters done so far.
- Material:** Sand paper letters, sand paper, Flash cards, books.

### 5. Procedure:

Write the letters on the board ask the children about the sounds and they will name the things related to the letter and you can draw the things on the board. i, c is for so on. Do the revision of all the letters done so far.

### Group Work:

Children can do the material work in pairs or groups and pairing exercise etc.



# Lesson Plan

## Communication

Level: Nursery  
Term: 2  
Week: 4  
Day: 2

- 1. Objective:** The Children will be able to:
    - Develop their vocabulary.
    - Analyze that each letter has a different sound and formation.
  - 2. Function.** Introduction of the letter m g and s orally
  - 3. Activity:** Colouring in pictures, individual tracing of letters on sand paper and sand tray.
  - 4. Material:** Mobiles, cut outs, pairing cards, sound game, sand paper letters.
- 

### **5. Procedure:**

Letters will be introduced on the board one by one along with it related pictures.

Teacher will teach the sound of each letter and will tell the formation.

Individual tracing of letters on the sand paper will be done and child will trace letters m g and s over the sand.

### **Group Work:**

Children can work in groups with the material.

### **Task – A: Fun Activities.**

Colouring in associated pictures of the introduced letters

# Worksheet

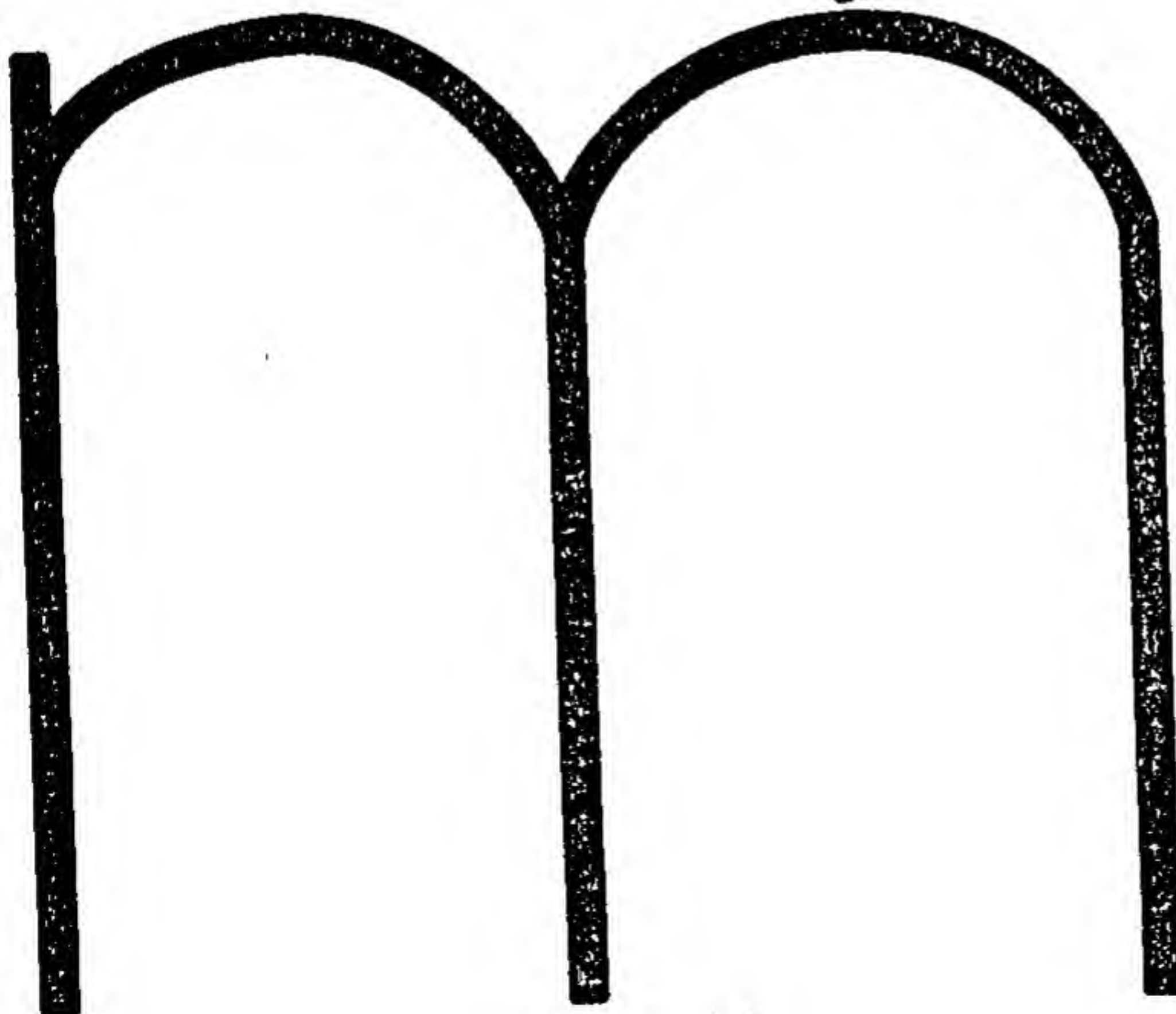
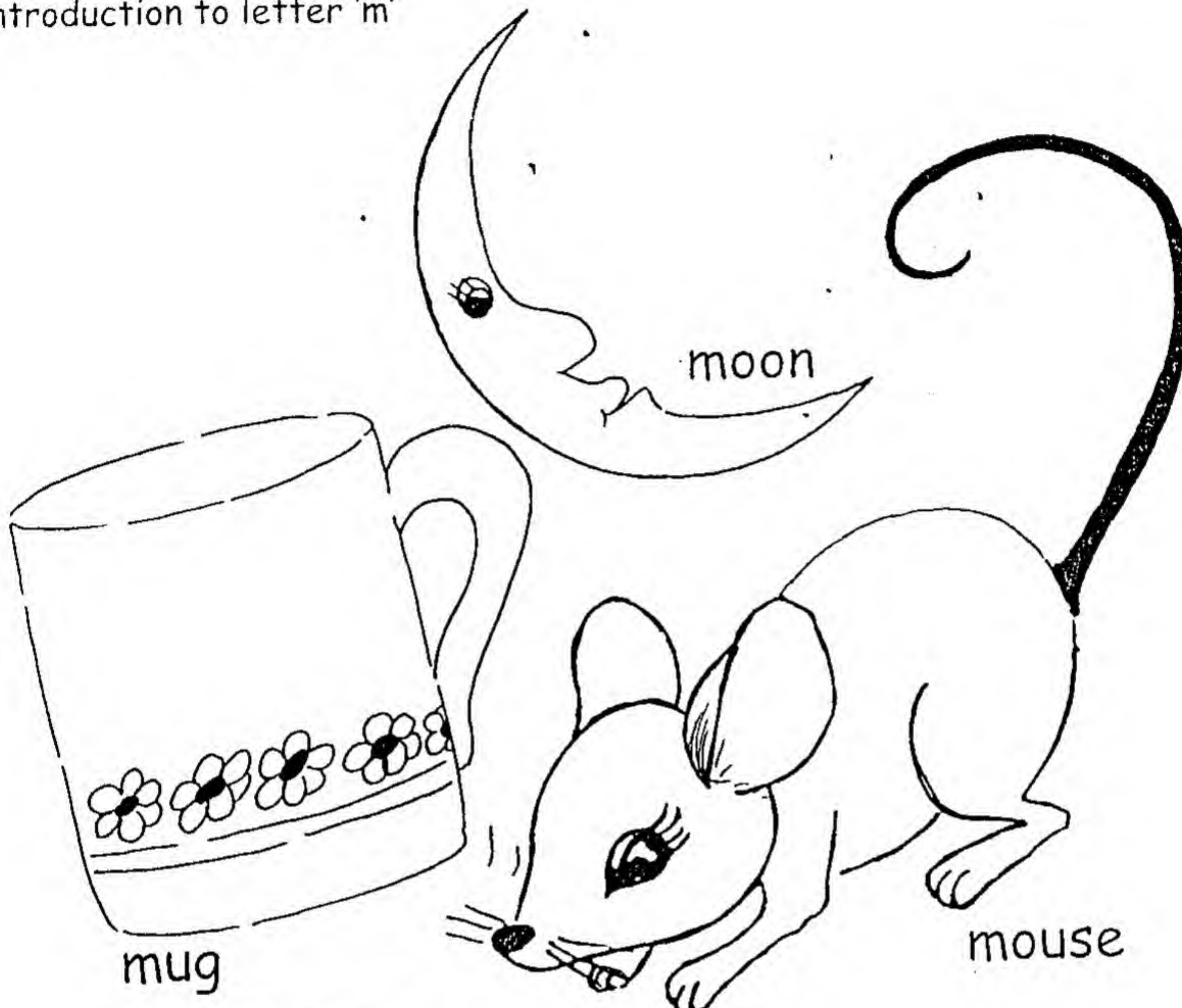
Level: *Nursery*  
Week: *4*

Term: *2*  
Day: *2*

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Introduction to letter 'm'





# Worksheet

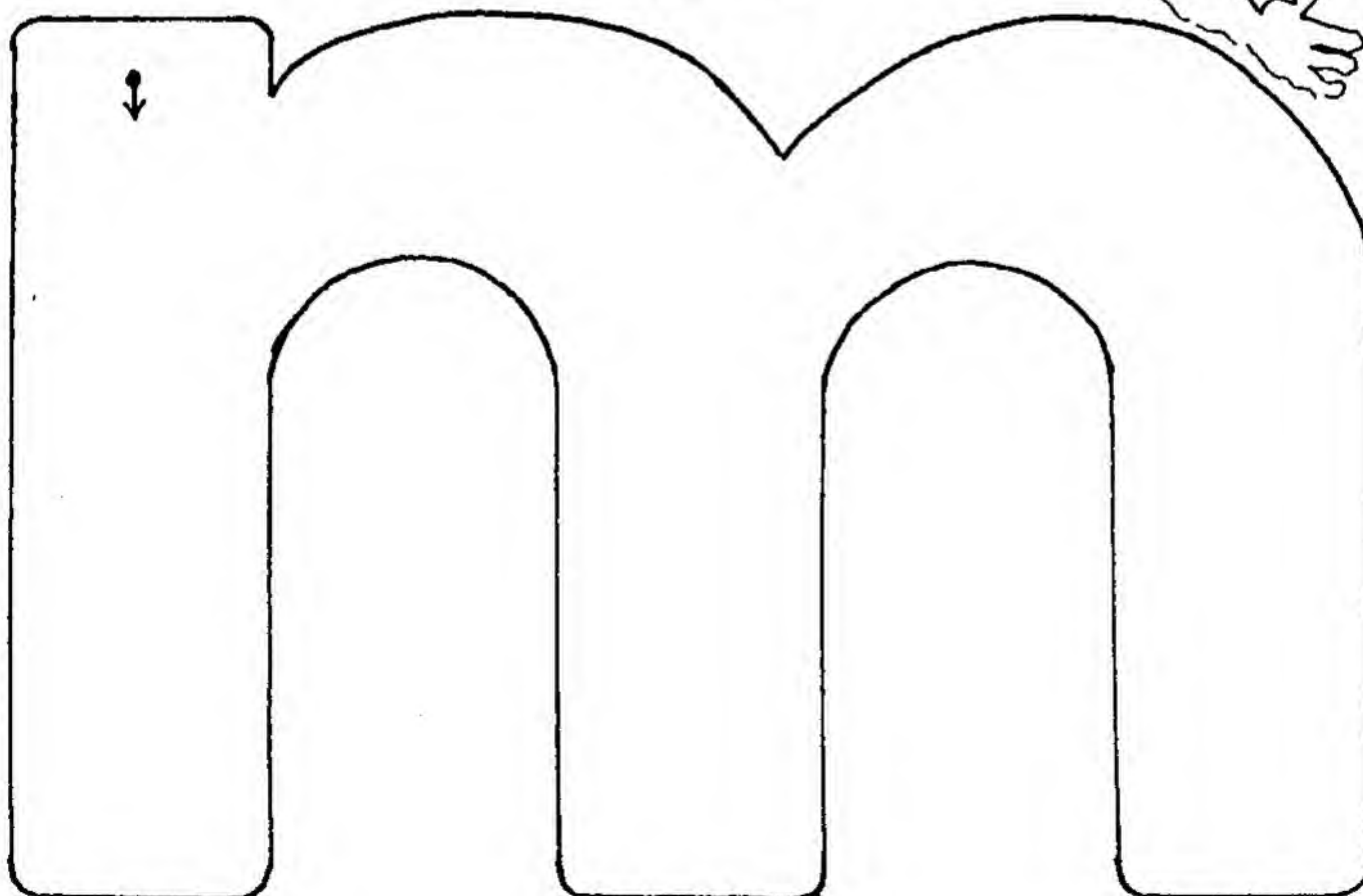
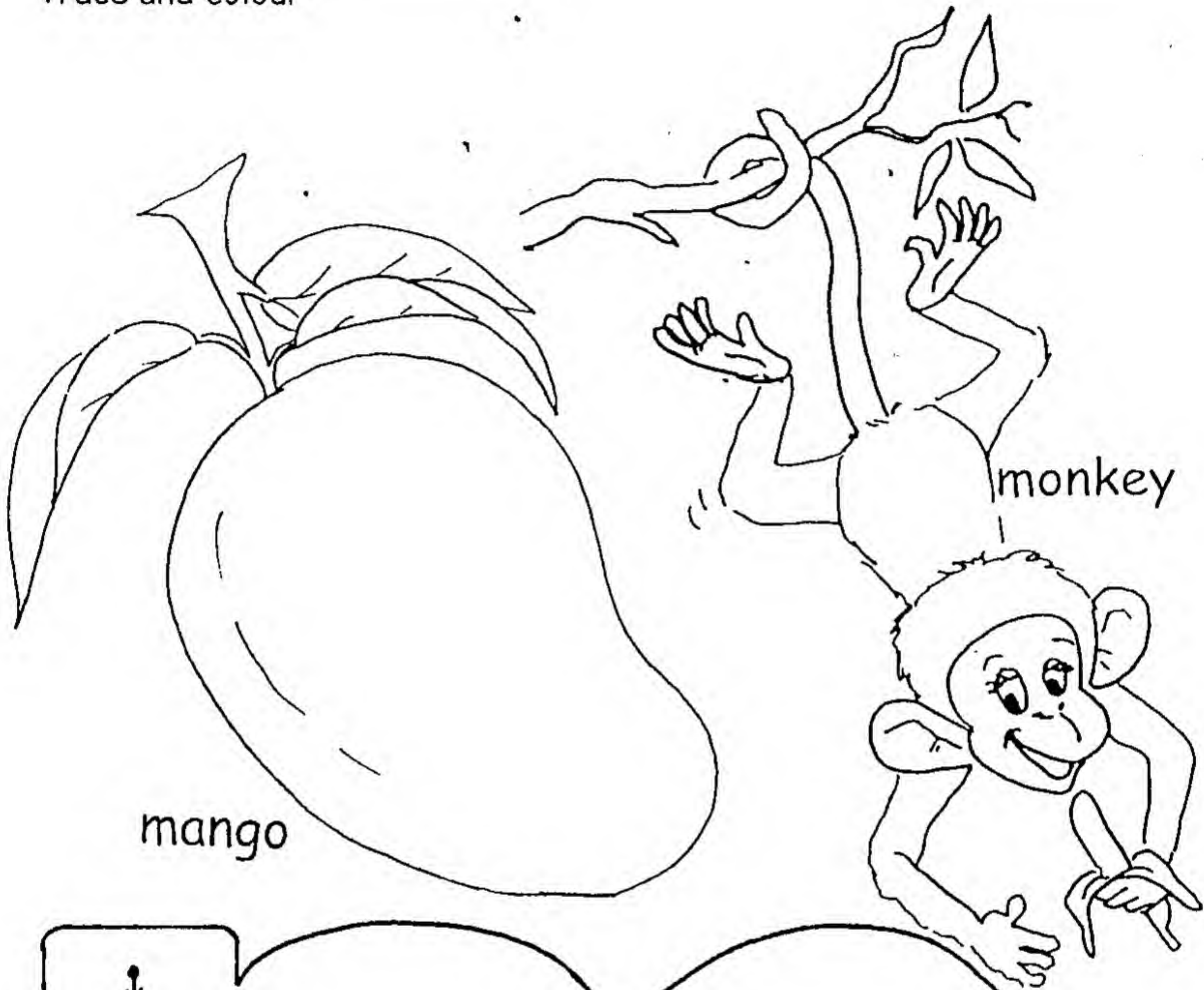
Level: *Nursery*  
Week: *4*

Term: *2*  
Day: *2*

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Trace and colour



# Worksheet

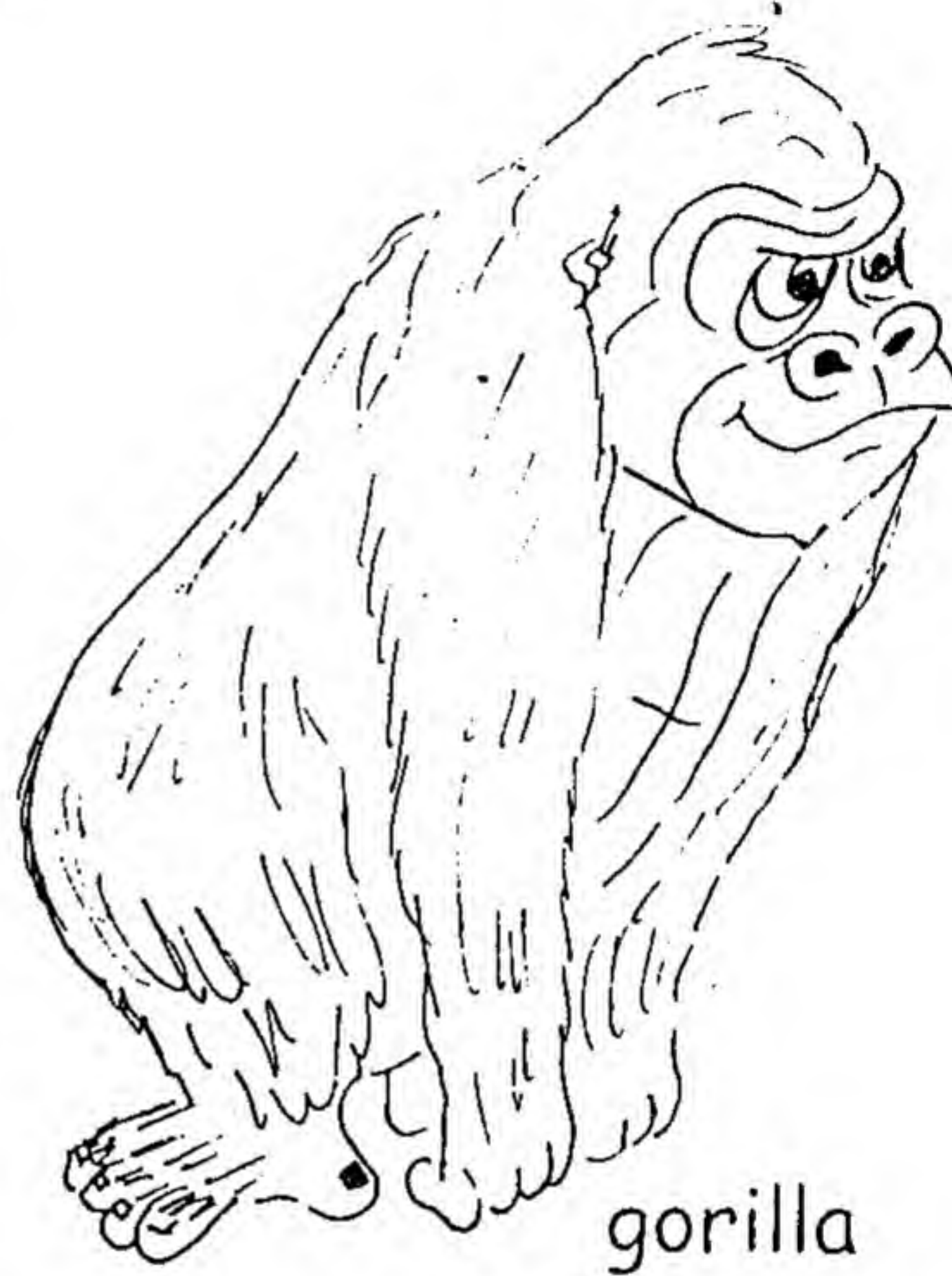
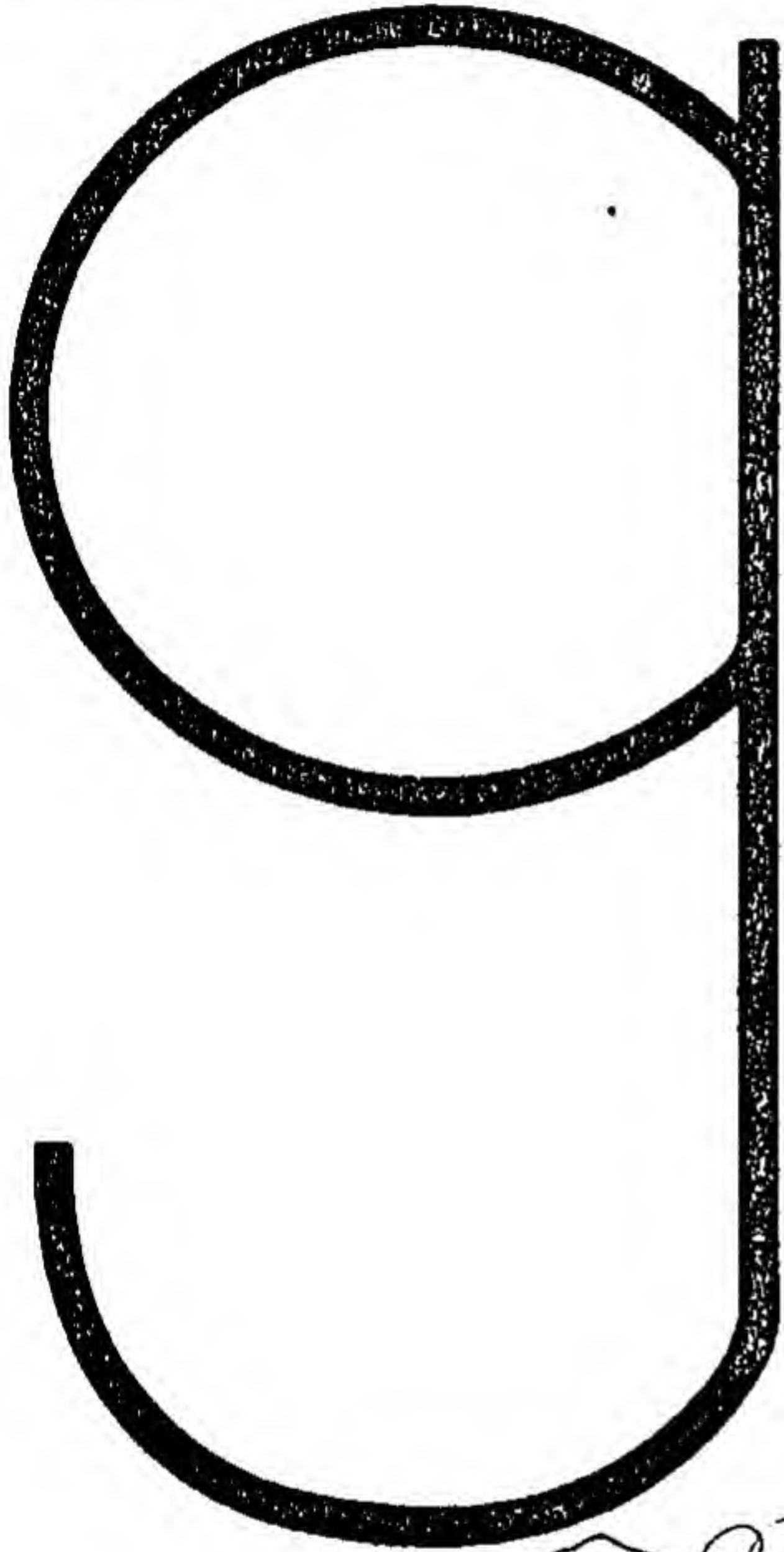
Level: *Nursery*  
Week: *4*

Term: *2*  
Day: *2*

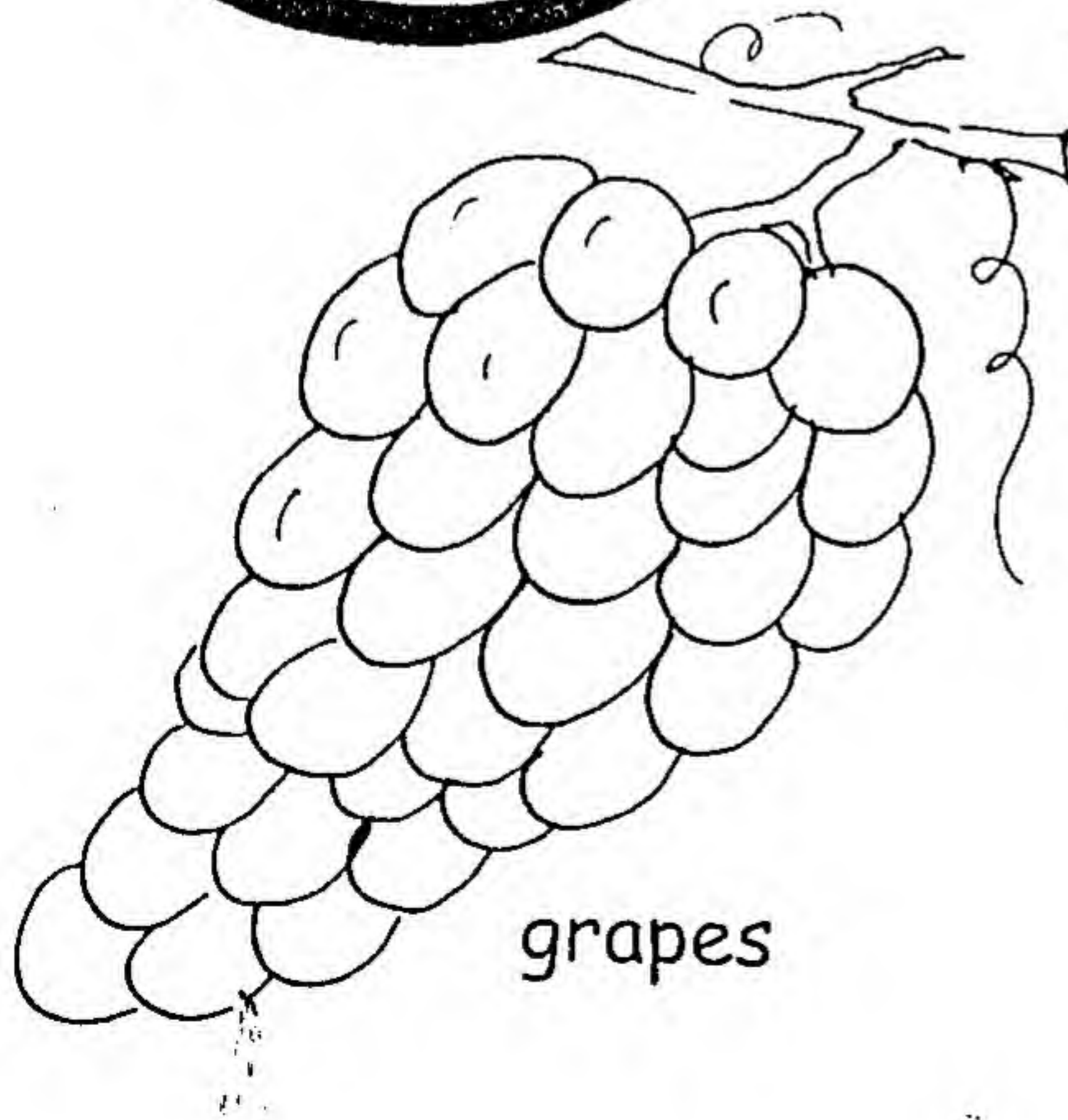
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Day: \_\_\_\_\_

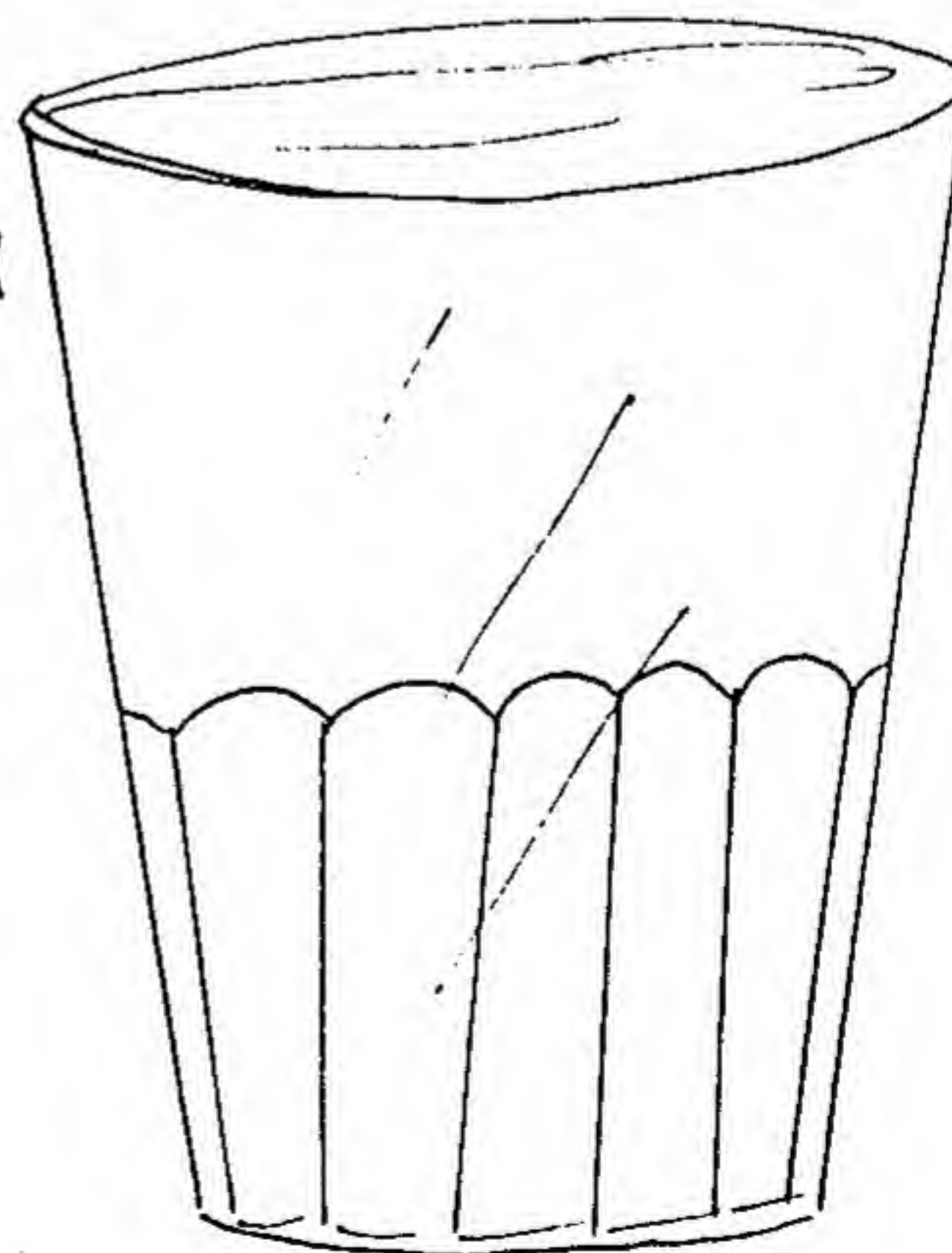
Introduction to letter 'g'



gorilla



grapes



glass



# Worksheet

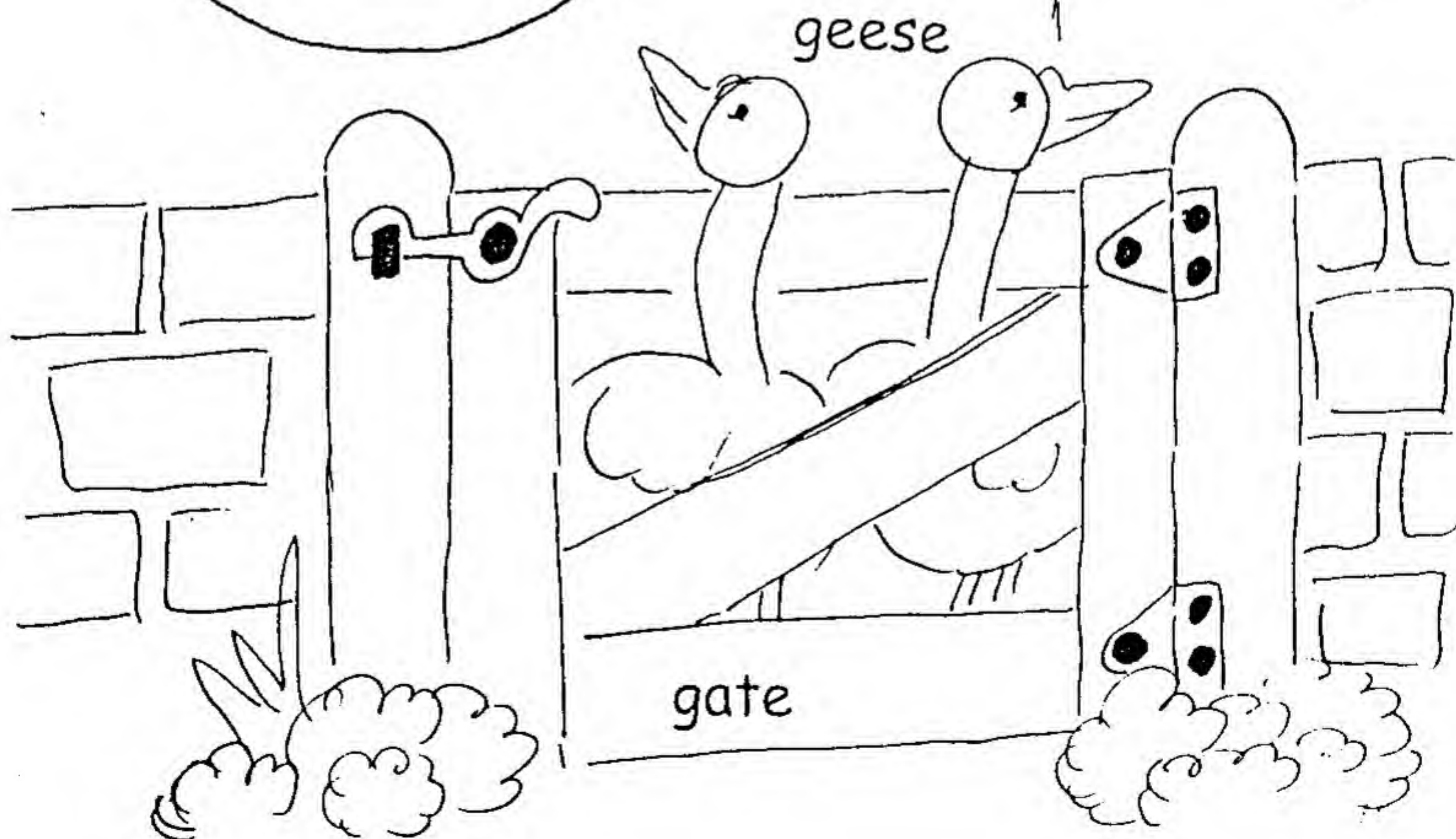
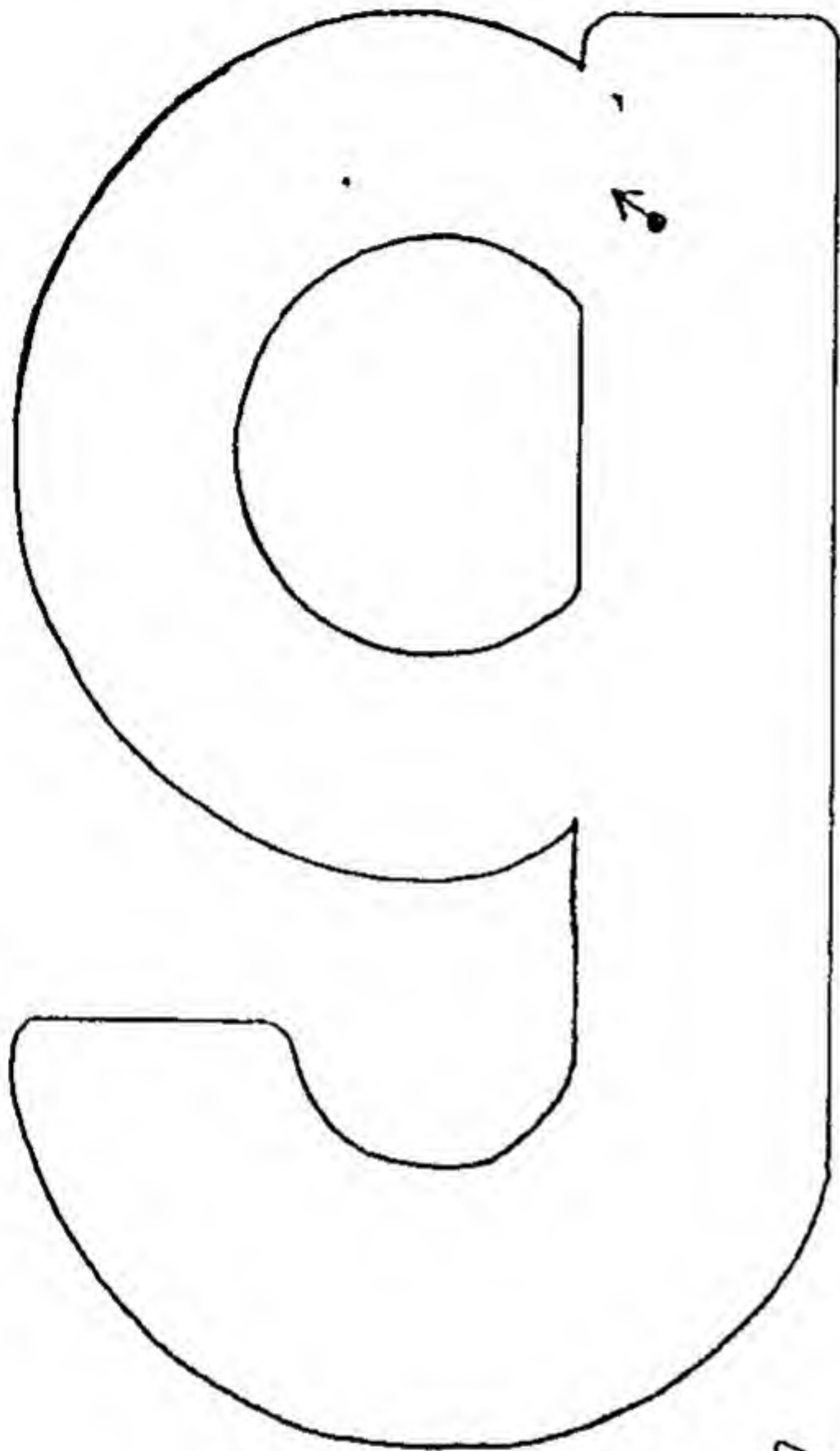
Level: *Nursery*  
Week: *4*

Term: *2*  
Day: *2*

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Trace and colour



# Worksheet

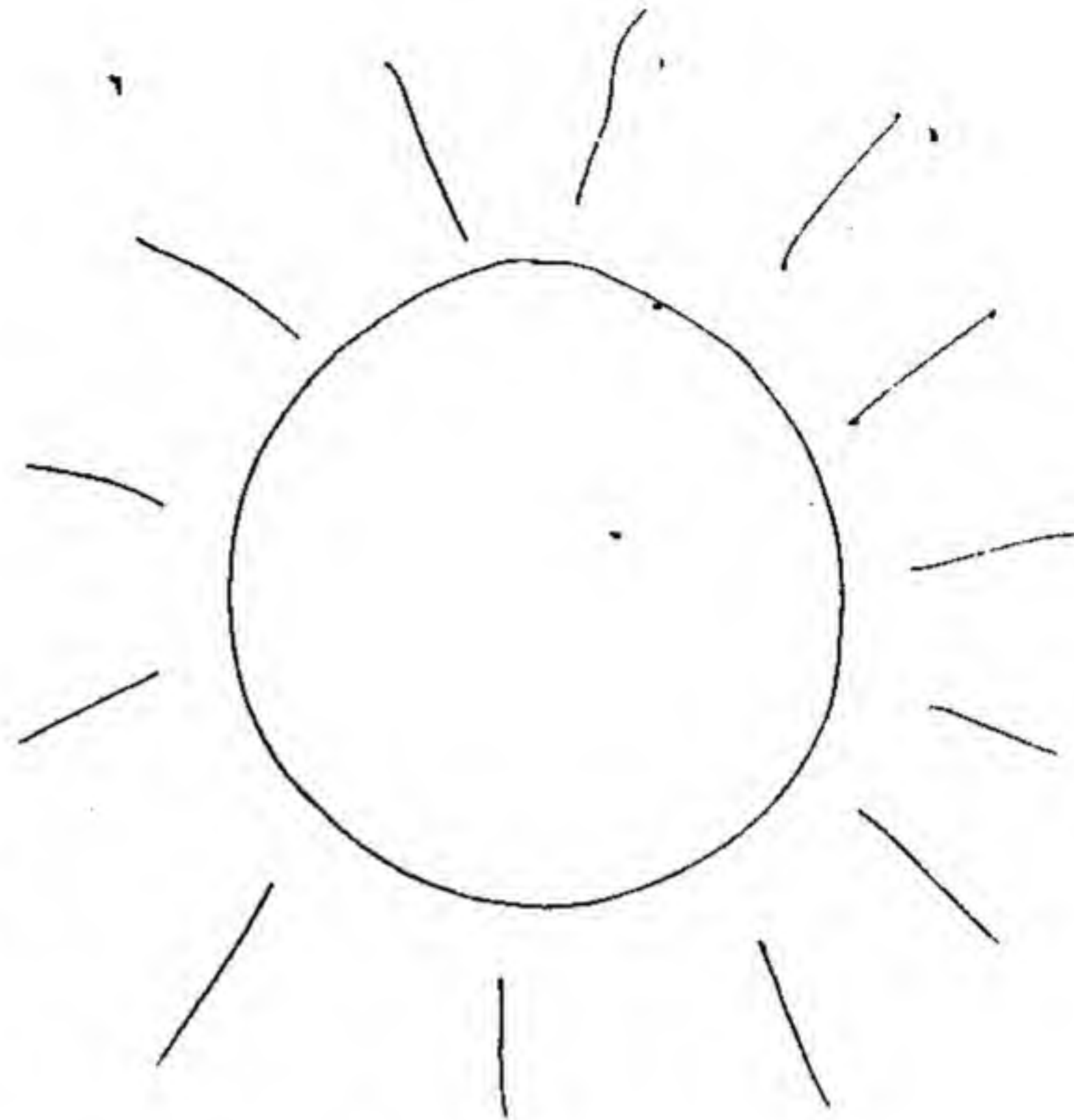
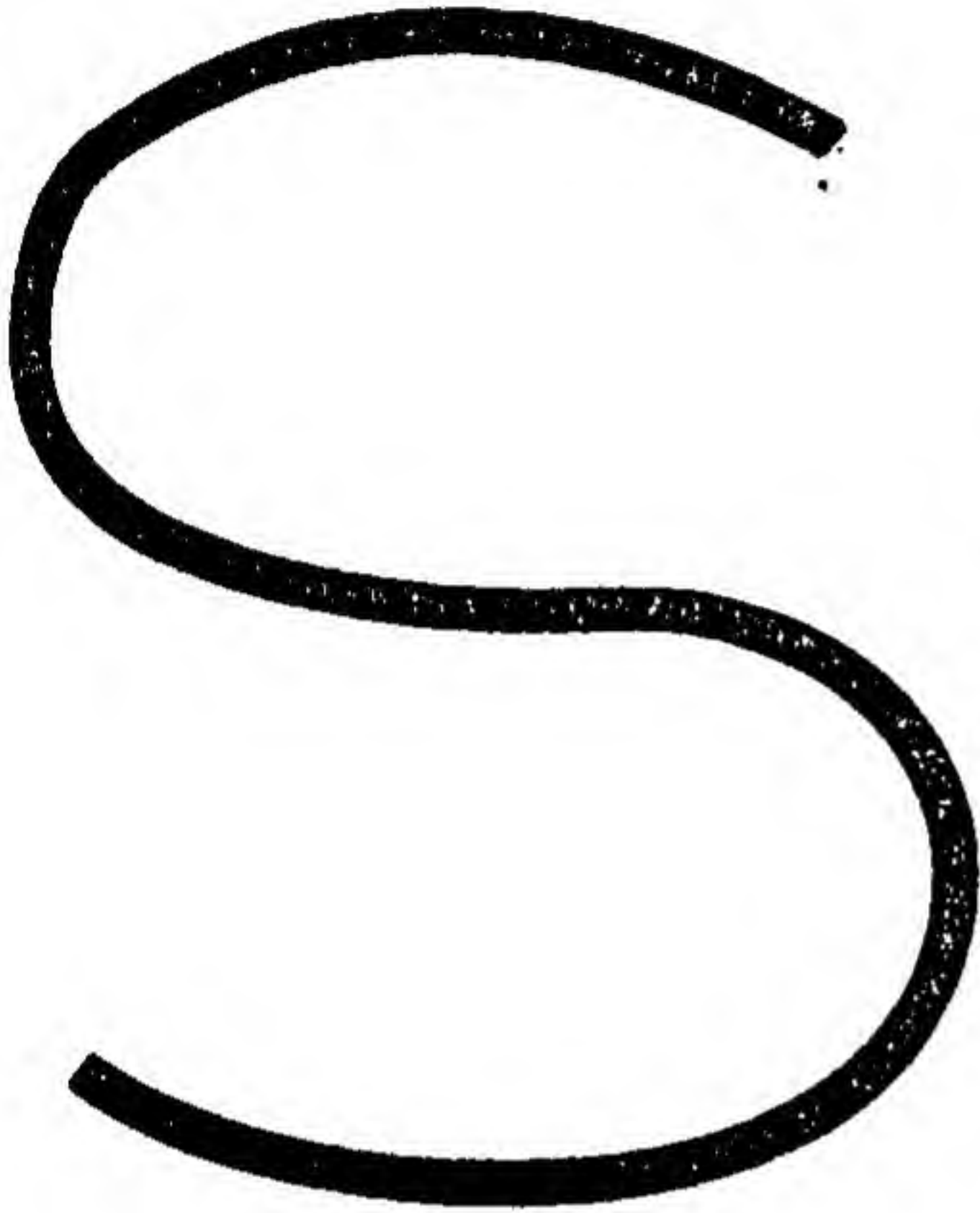
Level: Nursery  
Week: 4

Term: 2  
Day: 2

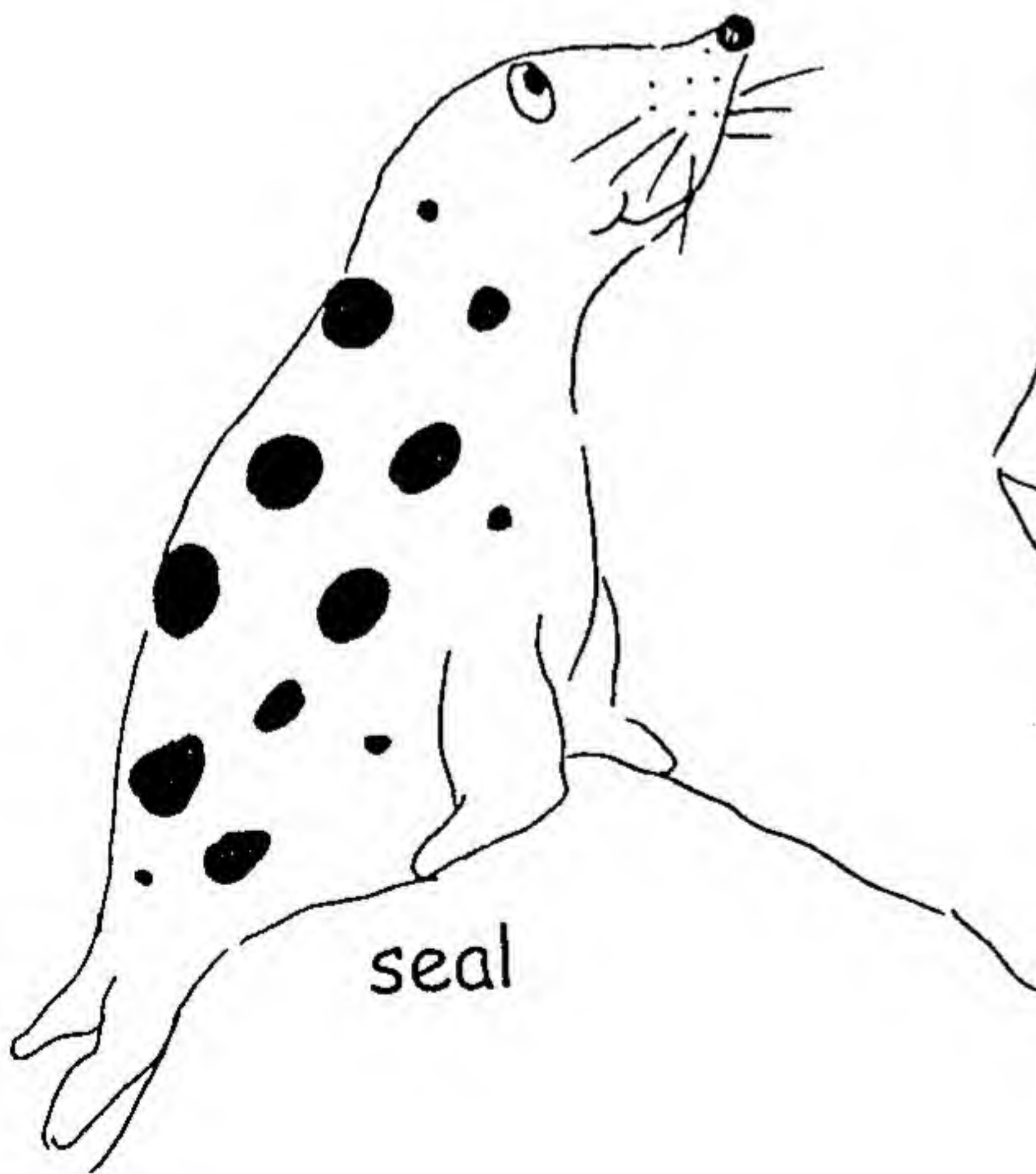
2: \_\_\_\_\_

Day: \_\_\_\_\_

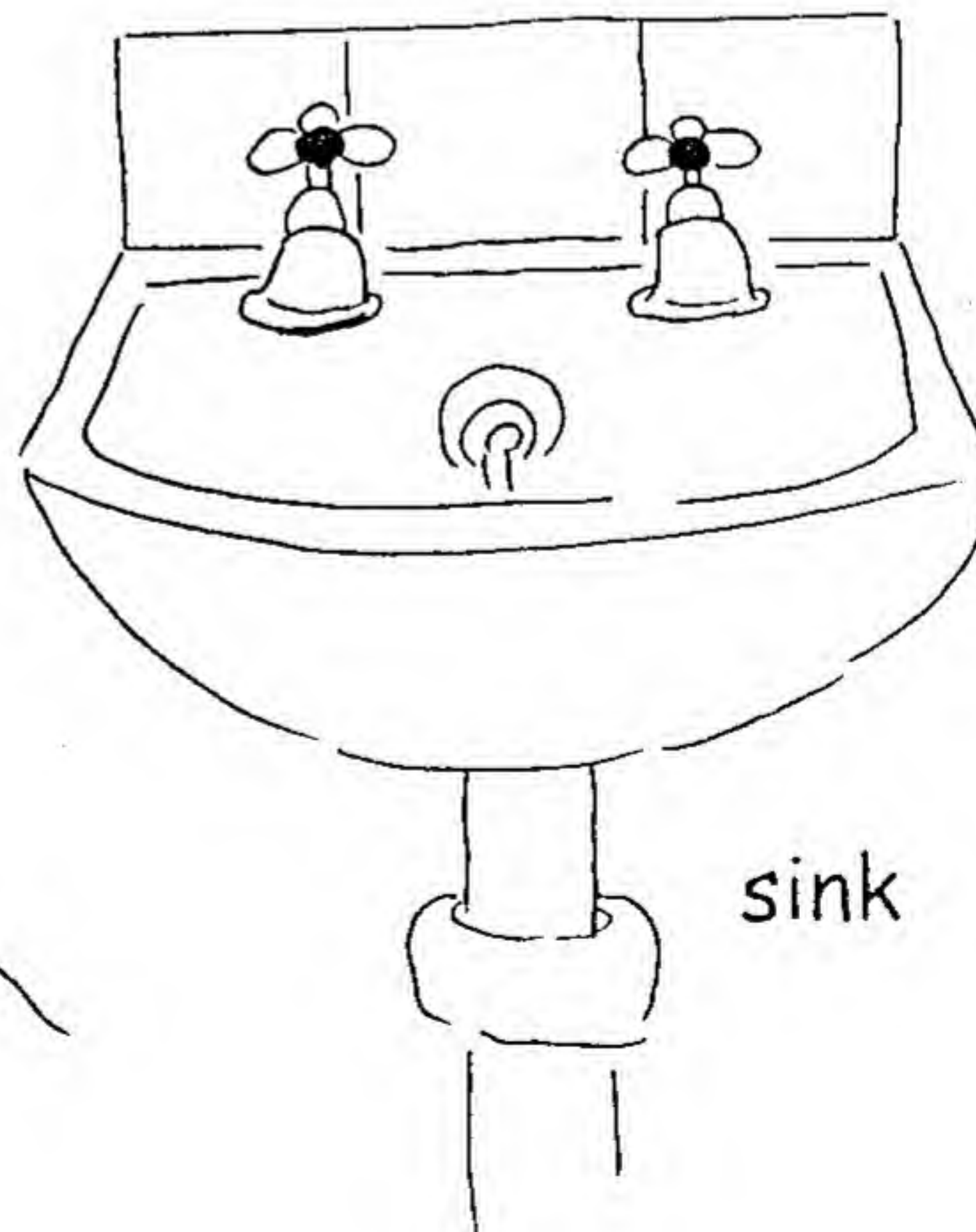
roduction to letter 's'



sun



seal



sink



# Worksheet

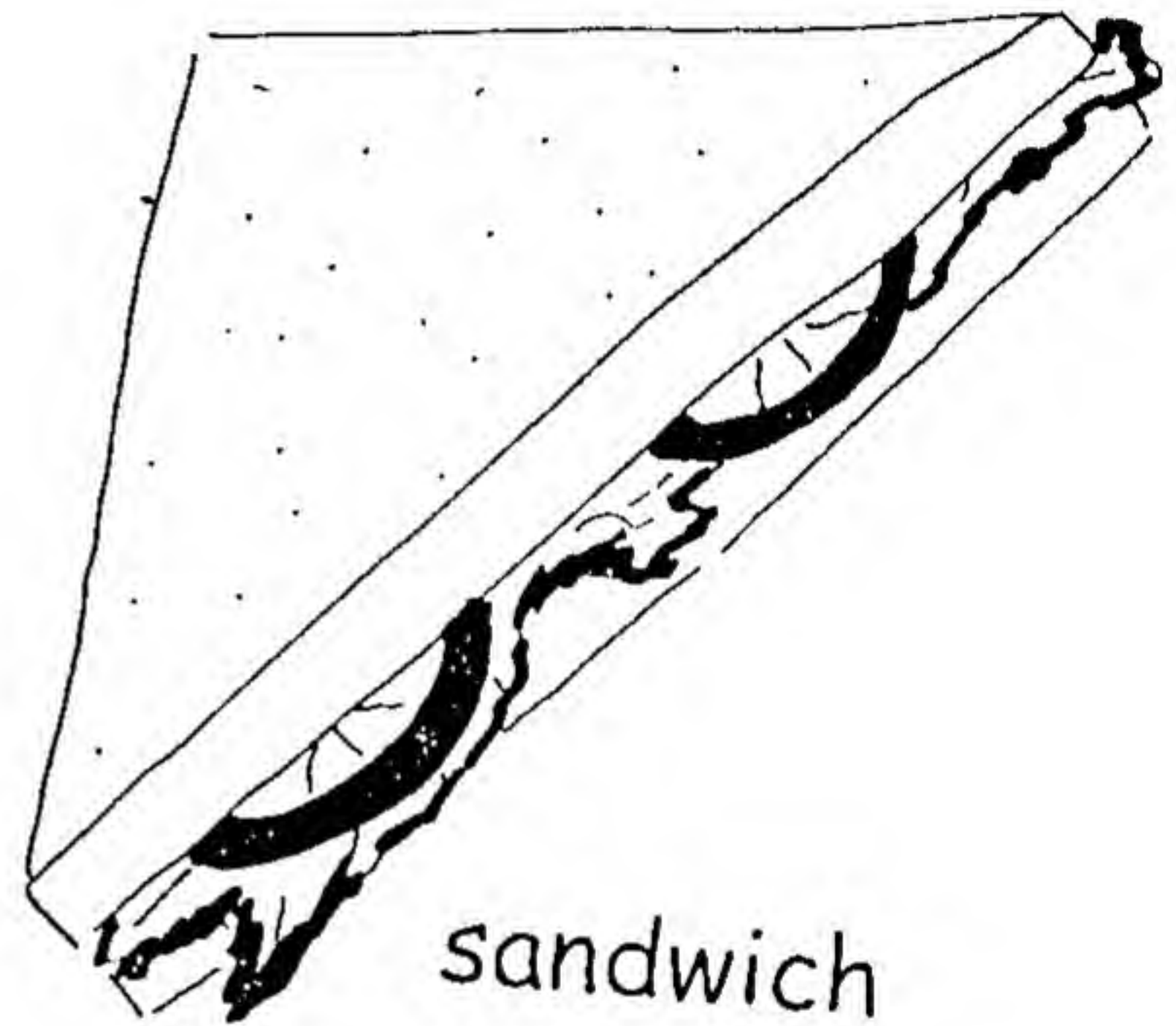
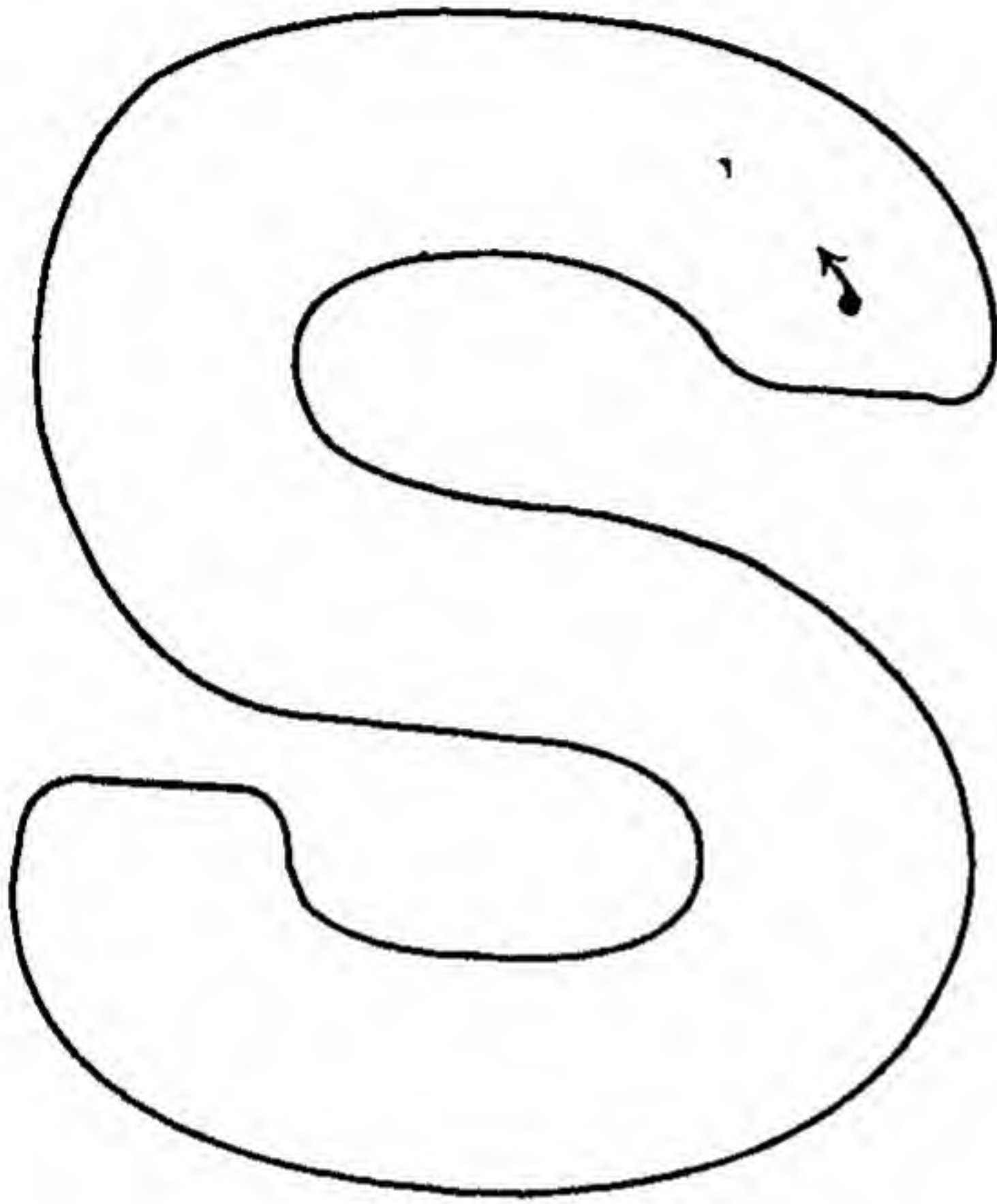
Level: *Nursery*  
Week: *4*

Term: *2*  
Day: *2*

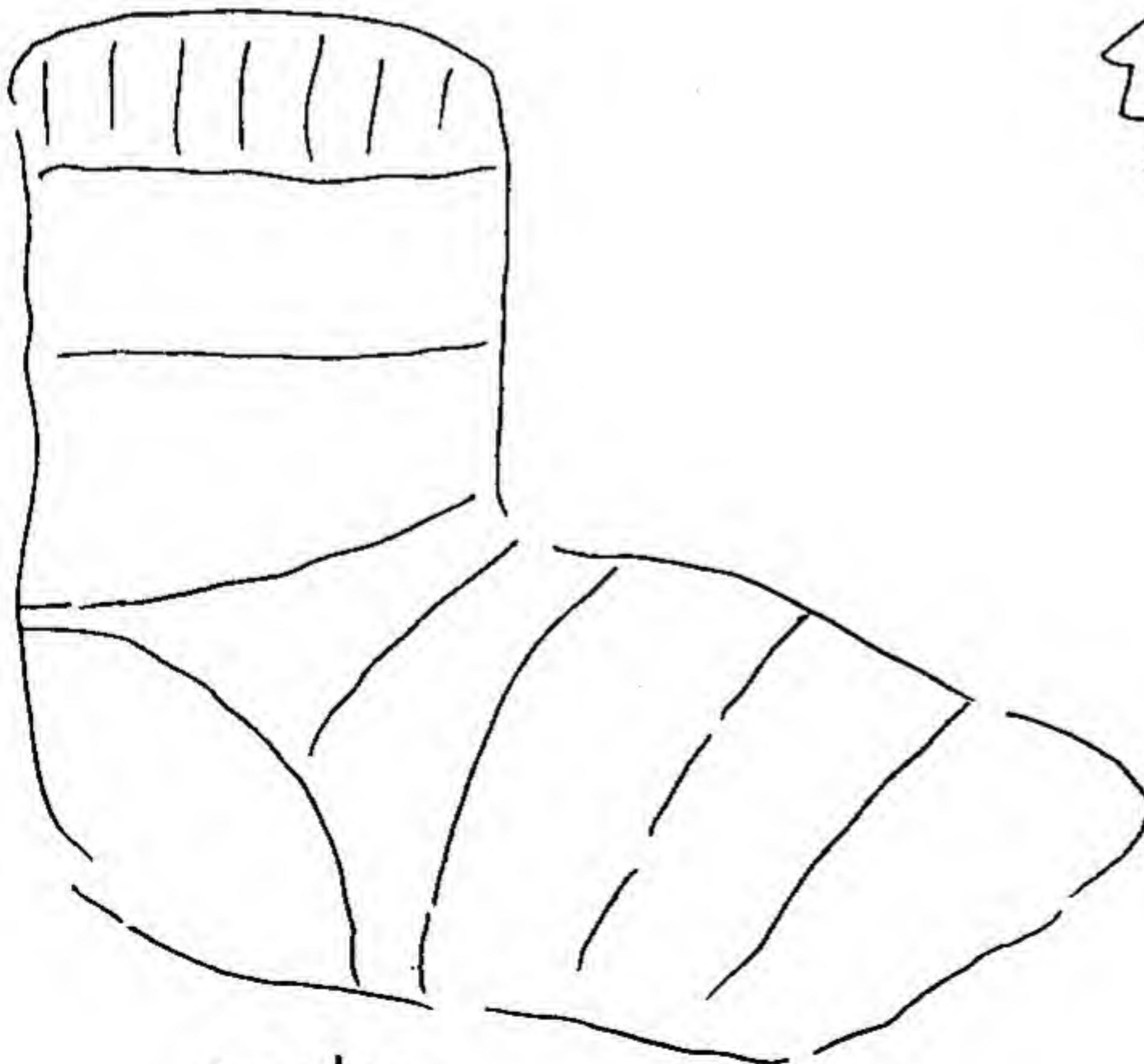
Date: \_\_\_\_\_

Day: \_\_\_\_\_

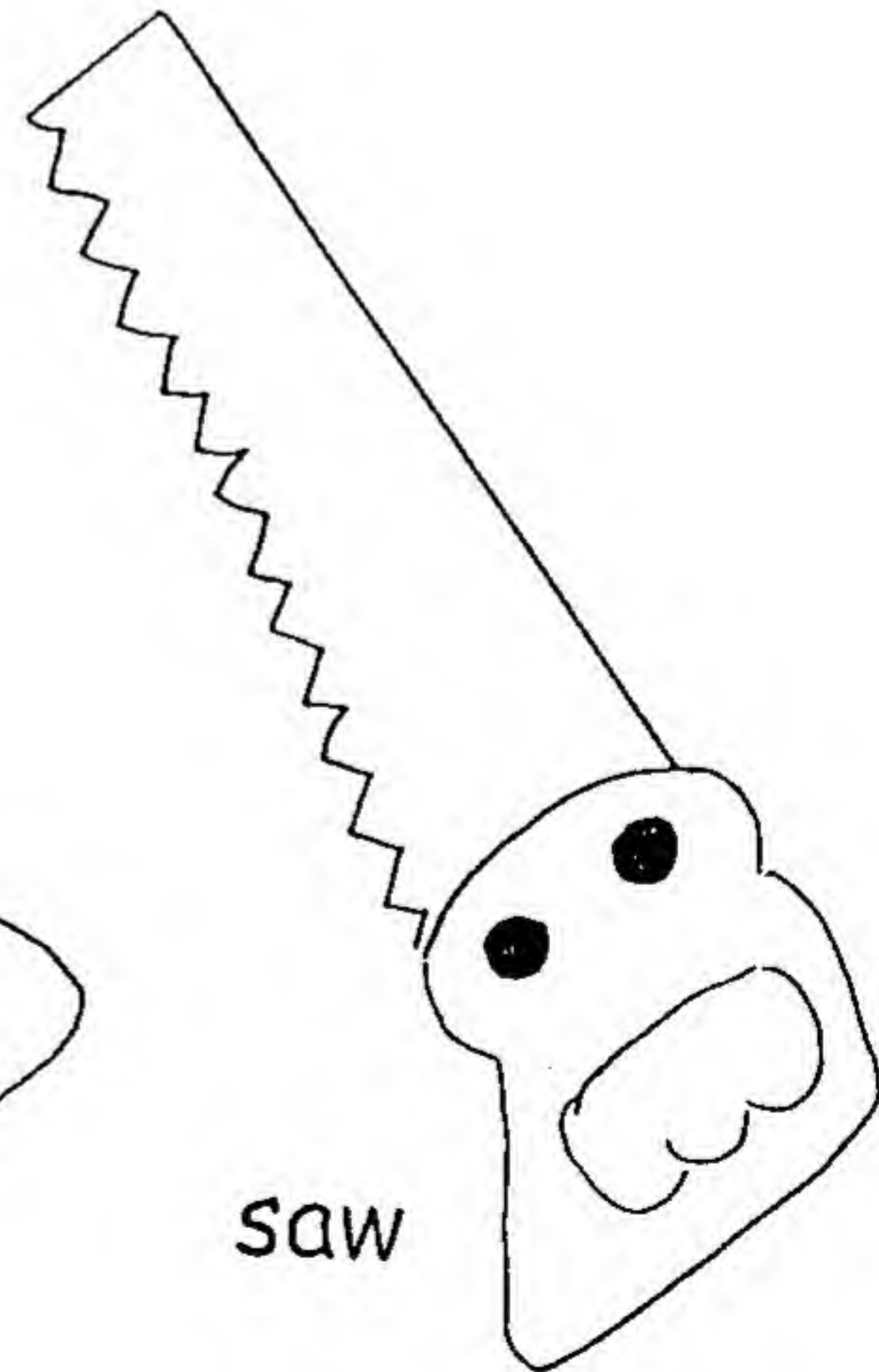
Trace and colour



sandwich



socks



saw

# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 4

Day: 3

- 1. Objective:** The Children will be able to:
    - Learn the names of the month in a year.
    - Learn the sequence and order.
  - 2. Function.** Circle time.
  - 3. Material:** Charts and display.
- 

#### **4. Procedure:**

During circle time the teacher will introduce the names of months of the year in sequence and tell then that there are 12 months in a year.

**Task – A:** Fun Activities.  
(Pasting apples cut outs in a basket.)



# Lesson Plan

## Reading

Level: Nursery  
Term: 2  
Week: 4  
Day: 4

1. **Objective:** The Children will be able to:
- Enhance their vocabulary.
  - Develop language.
2. **Skill:** Reading Aloud.
3. **Topic:** Picture talk.
4. **Material:** Text page.
- 

5. **Procedure:**

Asking the following:

- What is Jane doing in the Picture?
- What is Peter doing in the picture?
- What is the dog doing? etc.
- Language development?
- Why the dog likes Jane & Peter?
- Let them know the new word.

Read Ahead:

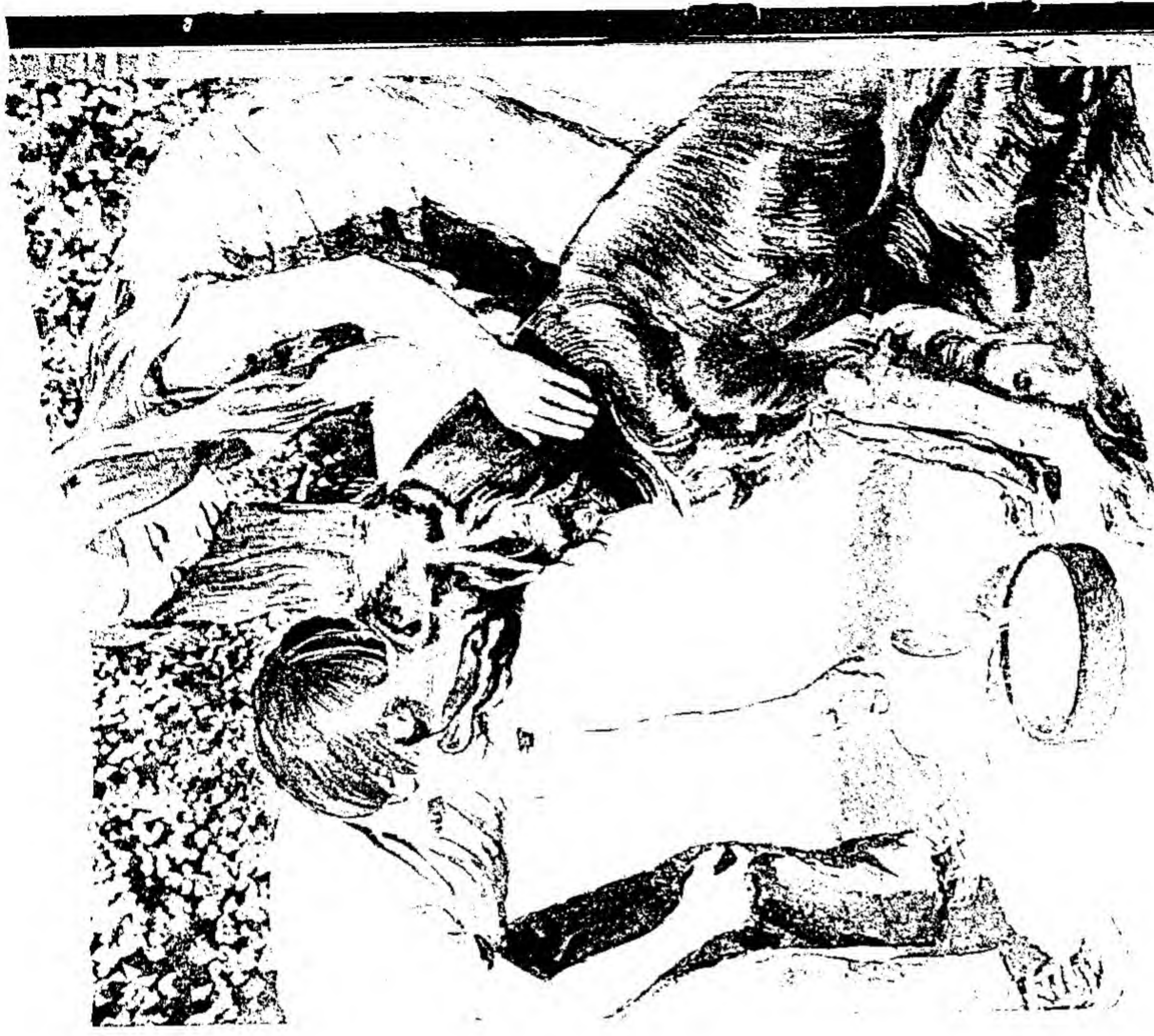
Read the text aloud and let the children follow you and read after you from the given text page.

Individual Reading:

Call each child to read the text to you while others are doing the reading themselves.



The dog  
likes Jane  
and  
the dog  
likes Peter.





# Lesson Plan

## (English)

Level: Nursery

Term: 2

Week: 5

Periods: 8

Communication	Reading	Writing	Assessment.
<ul style="list-style-type: none"><li>- Topic of the month Animals.</li><li>- Pet animals (Song pigeon house)</li><li>- Farm animals (Song see the bunnies)</li><li>- Wild animals (Daddy's taking us to Zoo tomorrow).</li></ul>	<p>Poem.</p> <p>Baa, Baa black sheep.</p>	<p>Tracing of letter m g s in between the double lines.</p>	

# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 5

Day: 1

**Objective:**

The Children will be able to:

- Identify water , flying and land animals.
- Learn that fishes swim, birds fly, cats run and insects fly or crawl.

**Function:**

Narrate story aloud animals and discuss the animals in the story.

**Activity:**

Show fishes, insects and birds to explain to children that some animals live in water and air. Role play activity.

Divide children into four group and ask them to role play the movements of the following animals.

Group – 1: Birds fly.

Group – 2: Fishes swim.

Group – 3: Dogs and cats run.

Group – 4: Insects fly and crawl.

**Material:**

Flash cards and posters, book about animals.

---

**Procedure:**

Group and clay discussion Activities and swimming

Follow up:

Work sheets



# Worksheet

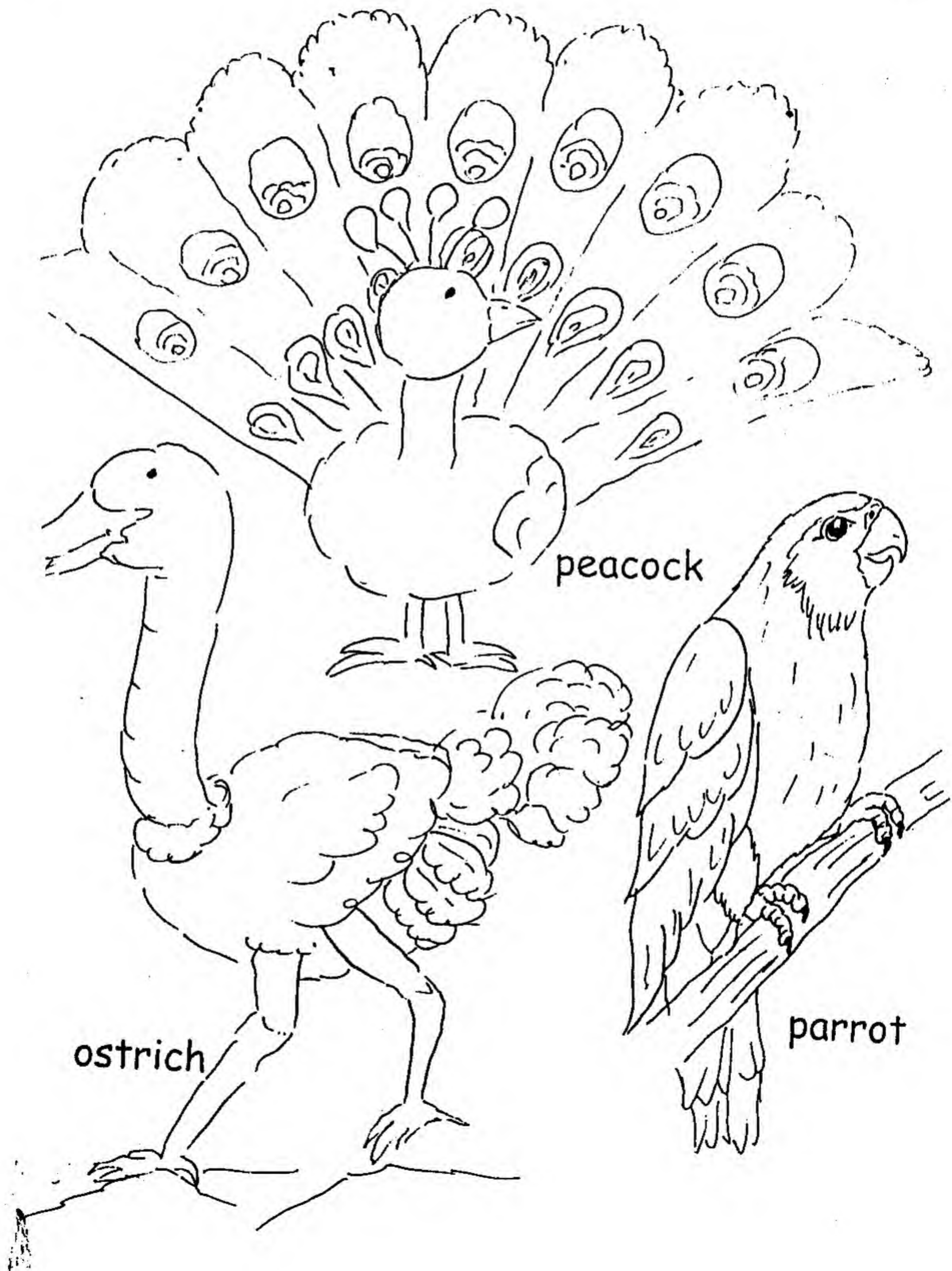
Level: *Nursery*  
Week: *5*

Term: *2*  
Day: *1*

\_\_\_\_\_

Day: \_\_\_\_\_

Is





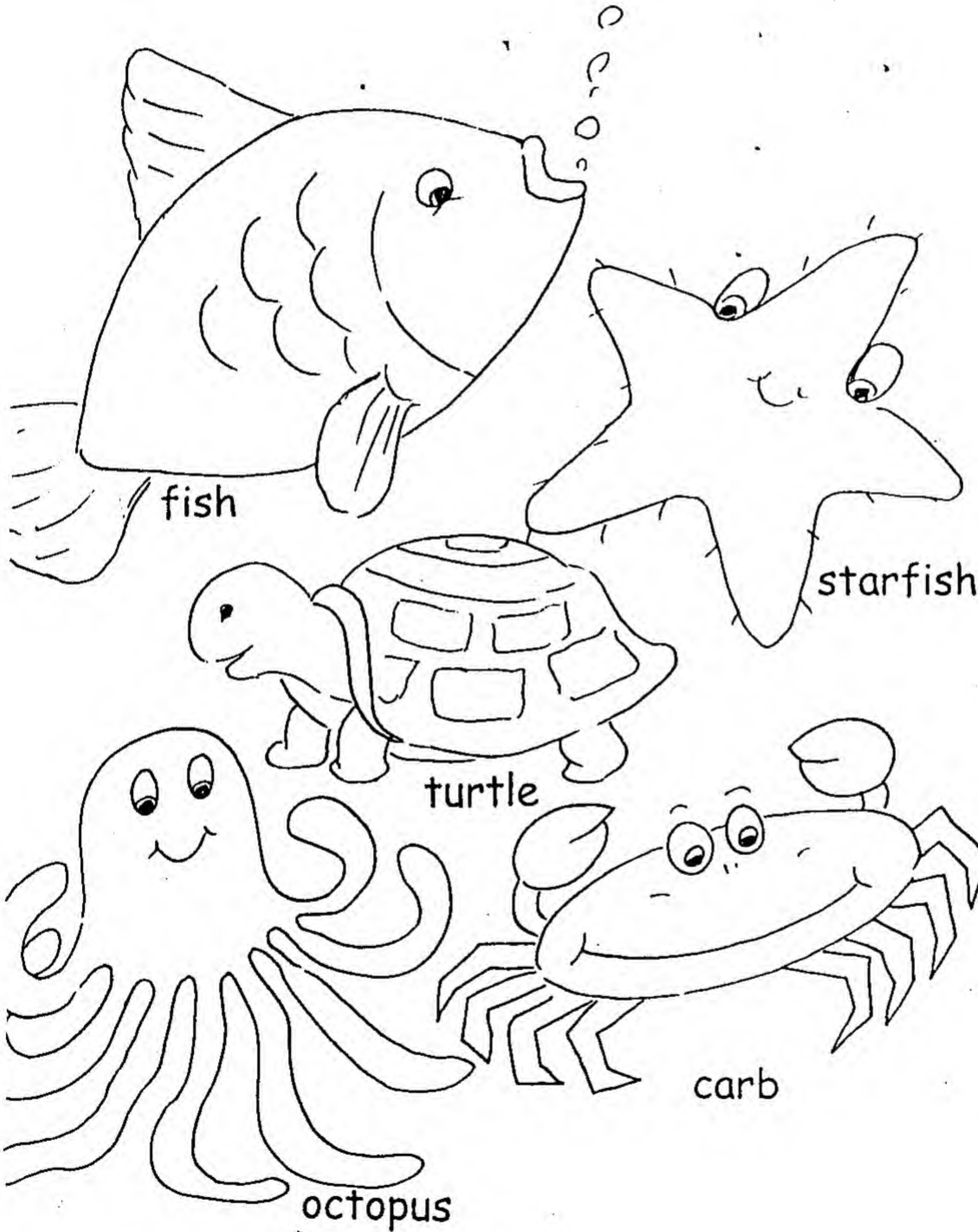
# Worksheet

Level: *Nursery*  
Week: *5*

Term: *2*  
Day: *1*

Day: \_\_\_\_\_

imals





# Lesson Plan

## Communication

Level: Nursery  
Term: 2  
Week: 5  
Day: 2

- Objective:** The Children will be able to:
- Learn that some animals can be as pet.
  - Share their knowledge about their pets.
  - Make pet animals sounds.

**Content:** Discussion on pet animals

- Activity:** Students to bring their pets to school and tell their peer how they are looked after.
- Introducing pets to the class and telling the names.
  - Bringing out the sounds of the pet animals.
  - Signing songs with animal noises.
- (Song Old Mac Donald Had a farm E-I, E, I, O)

**Material:** Books and posters about pet animals. (Toy pets.)

---

**Procedure:**

Group and class discussions. Activities. Singing.

How up: Work sheets

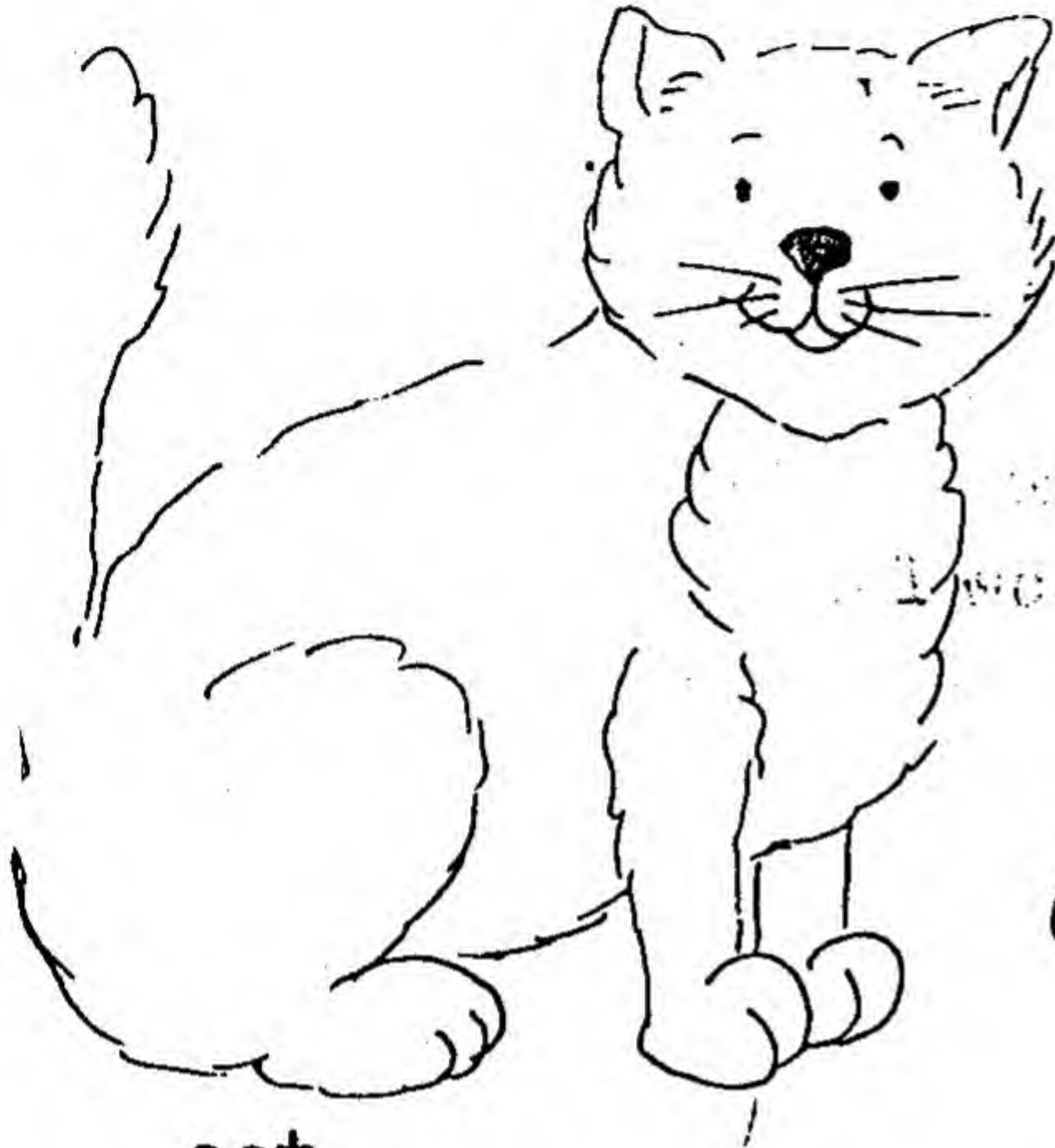
# Worksheet

Level: *Nursery*  
Week: *5*

Term: *2*  
Day: *2*

Day: \_\_\_\_\_

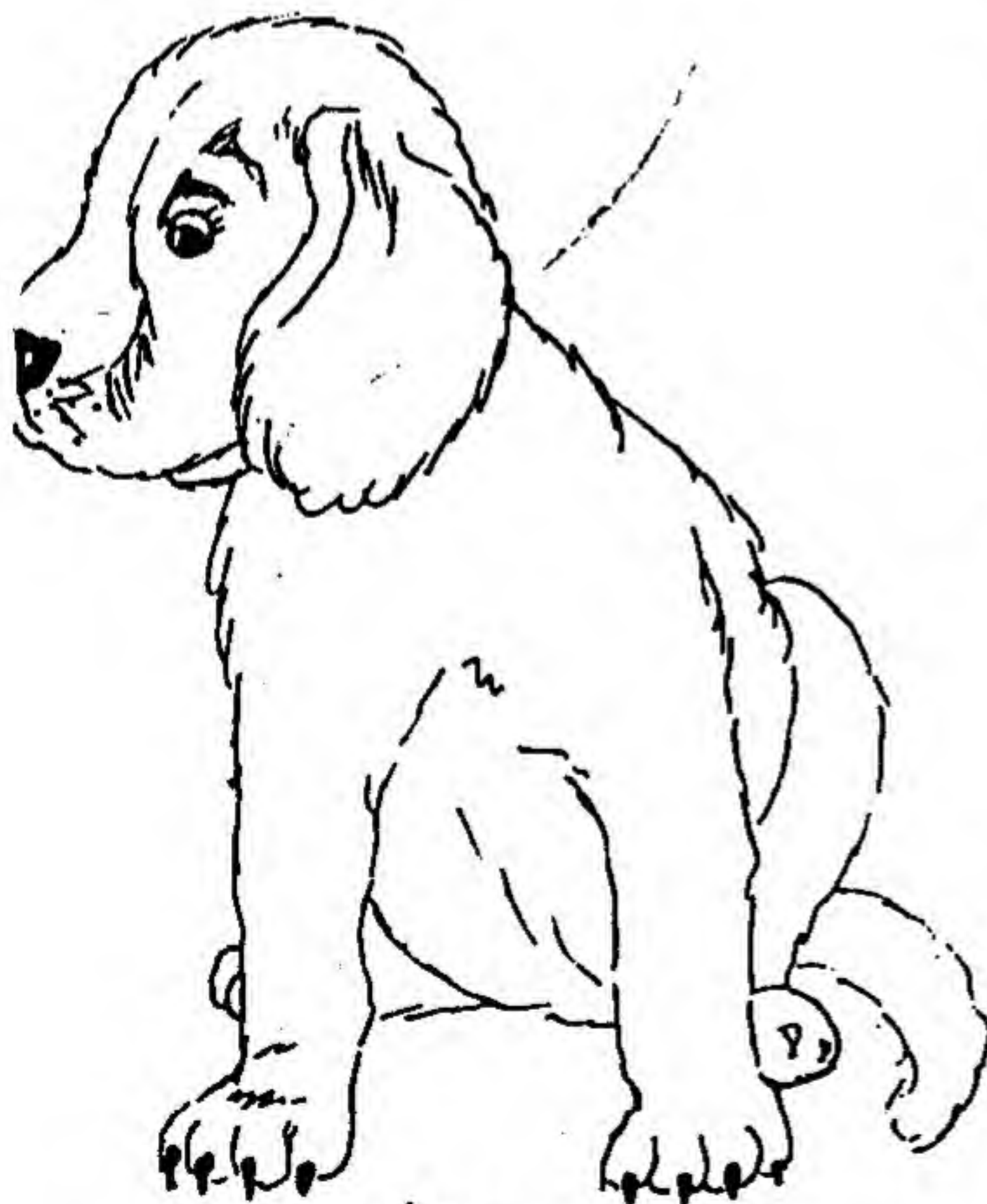
Animals



cat



rabbit.



dog.



# Lesson Plan

## Communication

Level: Nursery  
Term: 2  
Week: 5  
Day: 3

1. **Objective:** The Children will be able to:
- Identify animals that live on farms.
  - Discuss what we get from farm animals (Product i.e. eggs milk)
  - Make farm animals sounds.
2. **Function.** Discussion on farm Animals
3. **Activity:** Singing songs with farm animal sounds. (Old Mac Donald had a farm.)
- Watching videos of farm animal
  - Making of Milk shake.
4. **Material:** Flash cards, Books and posters.
- 

5. **Procedure:** Discuss farm animals and ask students which kind of animals can be found on a farm. Explain the usefulness of farm animals and the foods they give us. Group and class discussion.

Follow up:  
Work sheets, singing song

# Worksheet

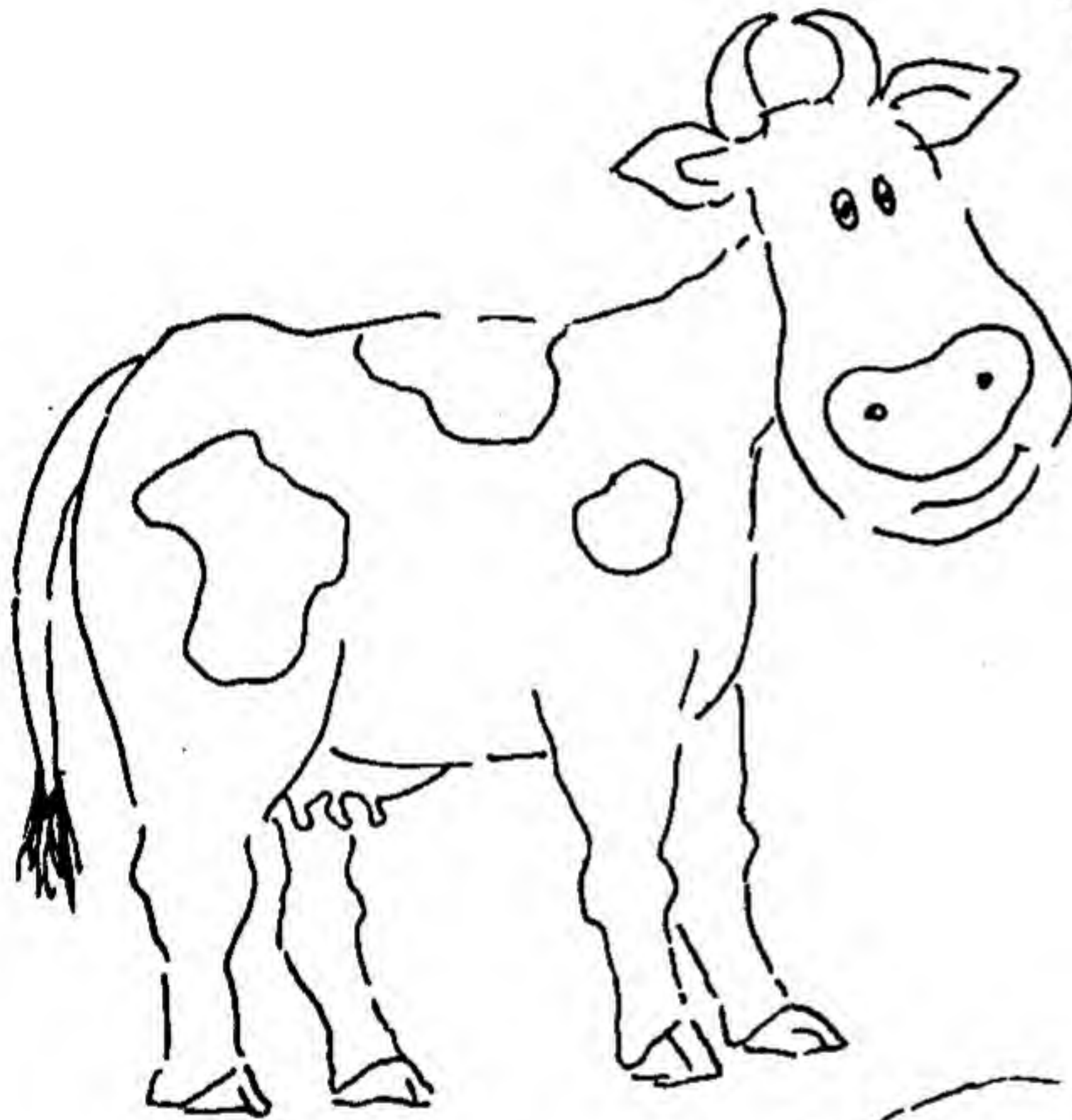
Level: Nursery  
Week: 5

Term: 2  
Day: 3

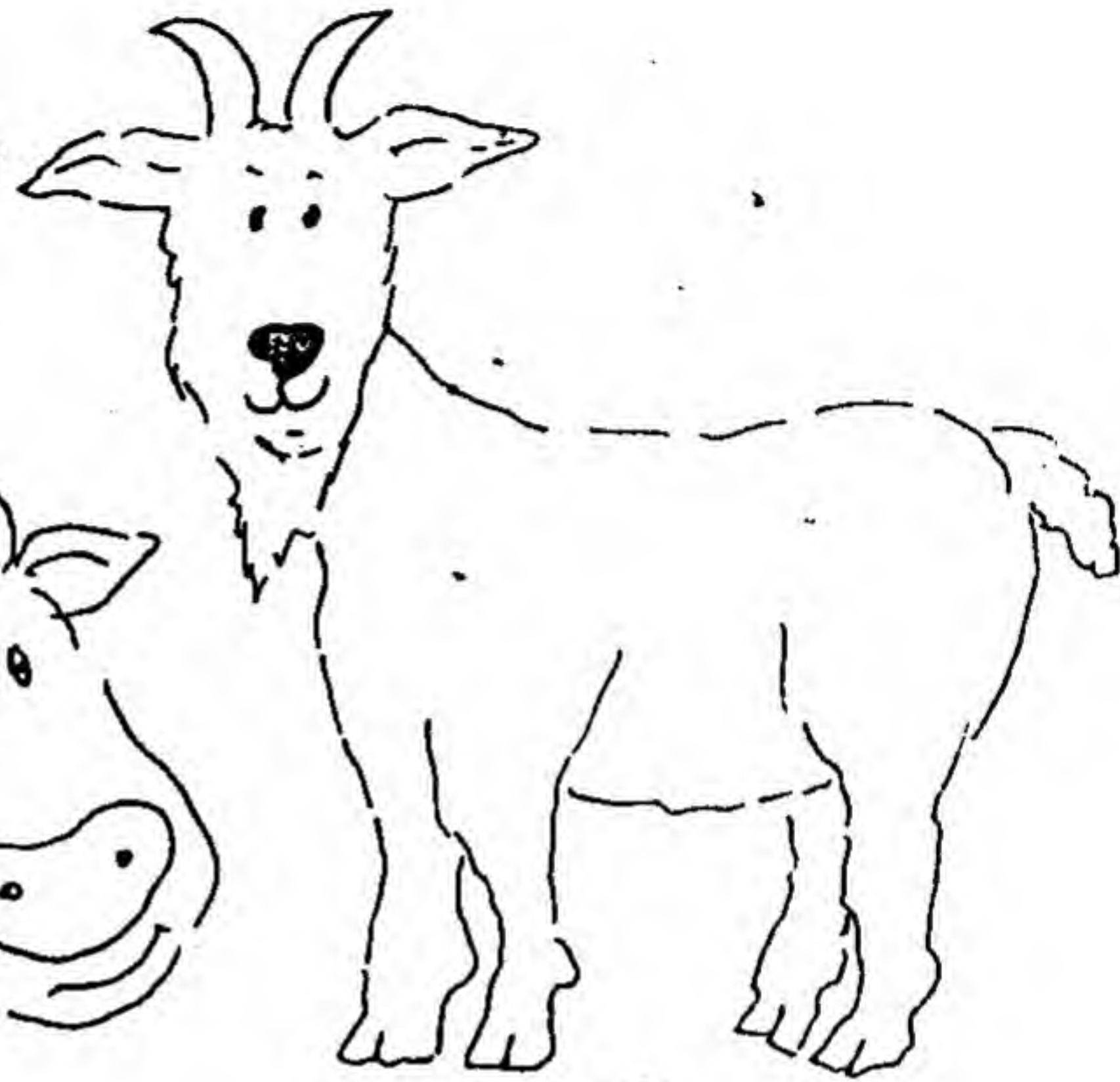
Date: \_\_\_\_\_

Day: \_\_\_\_\_

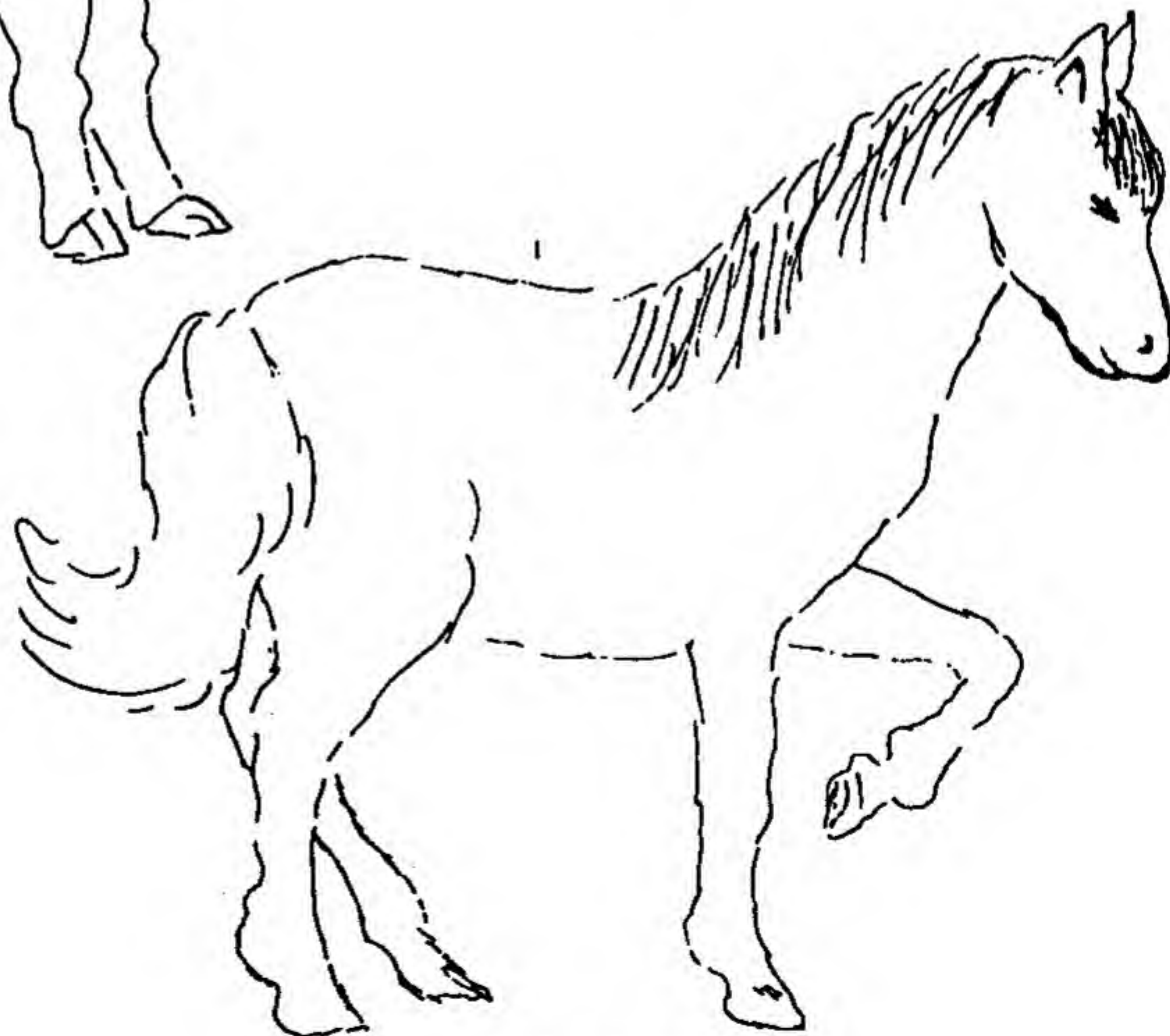
Colour the farm animals



COW



goat



horse



# Lesson Plan

## Communication

Level: Nursery  
Term: 2  
Week: 5  
Day: 4

- 1. Objective:** The Children will be able to:
- Understand that some animals are wild.
  - Tell where they will be found.
  - Make wild animal sounds.
- 2. Function.** Children will learn about wild animals.
- 3. Activity:**
- Morning presentation about wild animals.
  - Singings song with wild animals.
  - Watching videos of wild animals (cartoon, lion king or National Geographic.
  - Preparing masks.
  - Pin the tail (Game).
- 4. Material:** Books and posters of wild animals.
- 

**5. Procedure:**

Bring a big toy lion or bear to class. Children will be very excited and will begin asking questions. Answer their questions first and discuss more with the children by asking open ended questions. Explain why animals cannot be kept at home.

Follow up:

Work sheets, song 'Walking through the Jungle'



# Worksheet

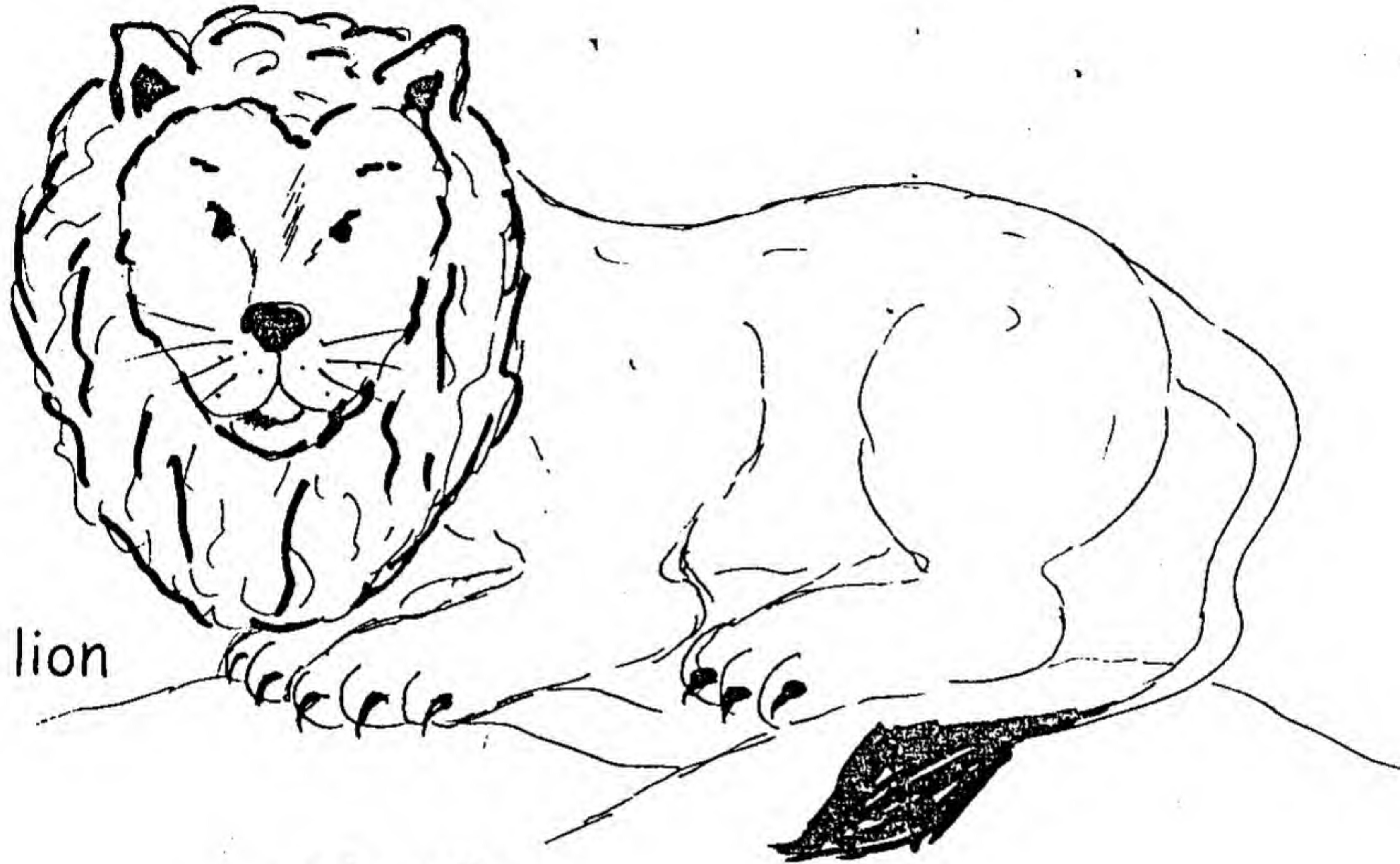
Level: Nursery  
Week: 5

Term: 2  
Day: 4

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Wild animals



lion



bear

crocodile



# Lesson Plan

## Reading

Level: Nursery  
Term: 2  
Week: 5  
Day: 5

1. **Objective:** The Children will be able to:
- Learn the uses of sheep
  - Enrich their vocabulary.
  - Expand their vocabulary.
2. **Skill.** Reading aloud
3. **Topic:** Baa, baa, black sheep.
4. **Material:** Text book.
- 

5. **Procedure:**

To encourage children to talk about stories to make them see familiar stories and nursery rhymes in book form. Discussion and picture talk, ask the children what they can see in the picture. Ask them to describe what is happening in the picture. Vocabulary extension.

Reading aloud:

The children will listen to the rhyme first thorough the cassette.

Singing:

The children will sing along the cassette and the teacher can join in.

Follow up:

Can colour the work sheet

# Worksheet

Level: Nursery  
Week: 5

Term: 2  
Day: 5

Date: \_\_\_\_\_

Day: \_\_\_\_\_

b

Baa, baa, black sheep,  
Have you any wool?  
Yes, sir, yes, sir,  
Three bags full;  
One for the master,  
And one for the dame,  
And one for the little boy  
Who lives down the lane.





# Lesson Plan

## Writing

Level: Nursery  
Term: 2  
Week: 5  
Day: 6

- 1. Objective:** The Children will be able to:
    - Learn the uses of sheep
    - Enrich their vocabulary.
    - Expand their vocabulary.
  - 2. Function.** Tracing in between the double lines
  - 3. Activity:** Colouring of the associated pictures.
  - 4. Material:** Work sheets, sand tray, Sand paper letters, Flash cards.
- 

**5. Procedure:**

Tracing of letters m g s in between the double lines starting from a given point with crayon. Tracing on the sand paper letter and tray.

**Group Work:**

The children will work in groups. One group can work with the material and the other Group can do the writing.

# Worksheet

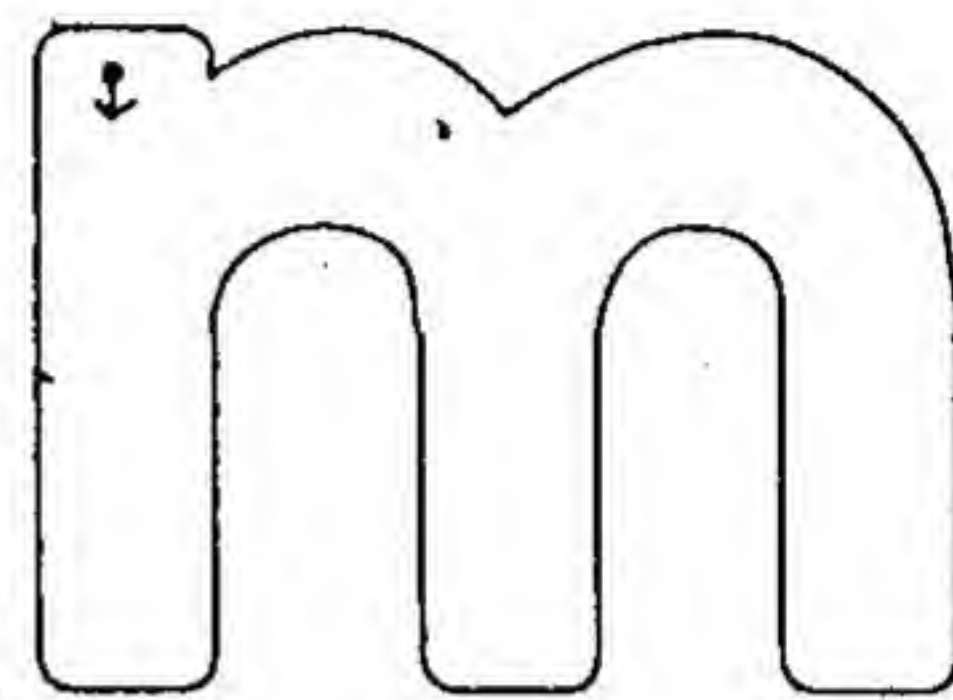
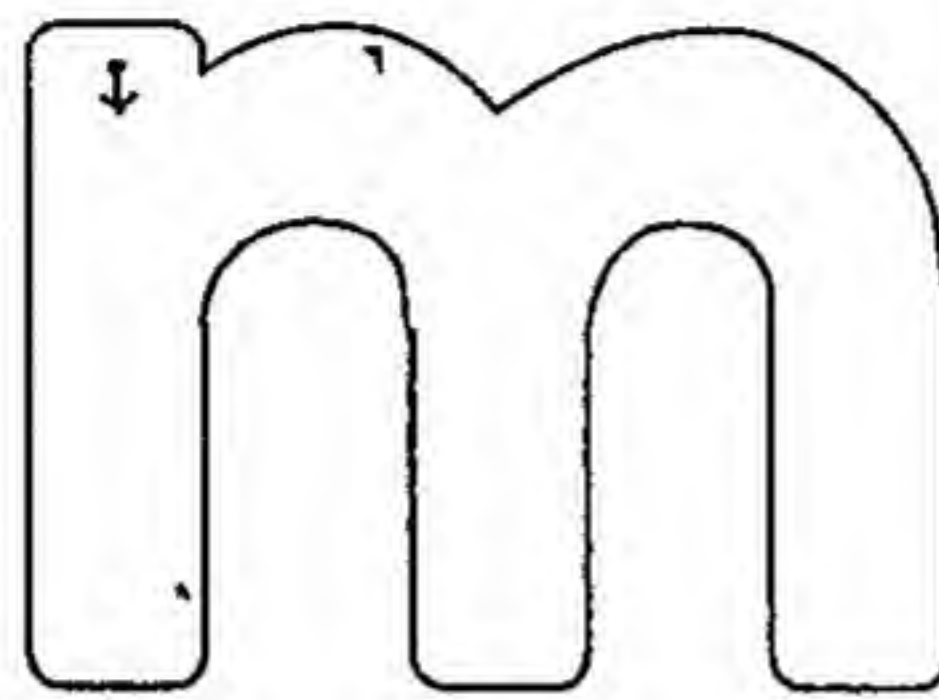
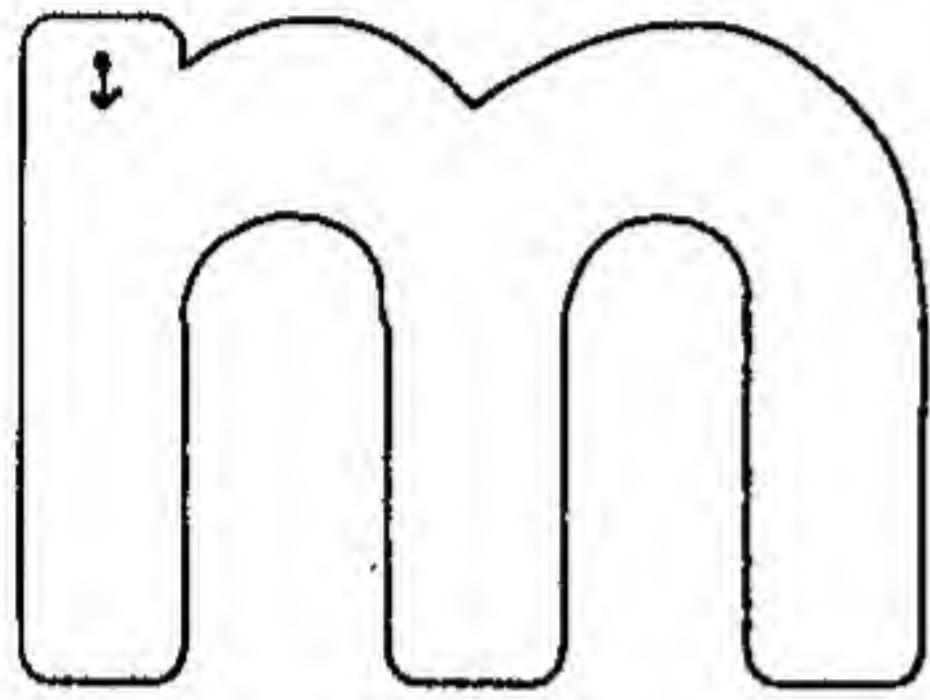
Level: *Nursery*  
Week: 5

Term: 2  
Day: 6

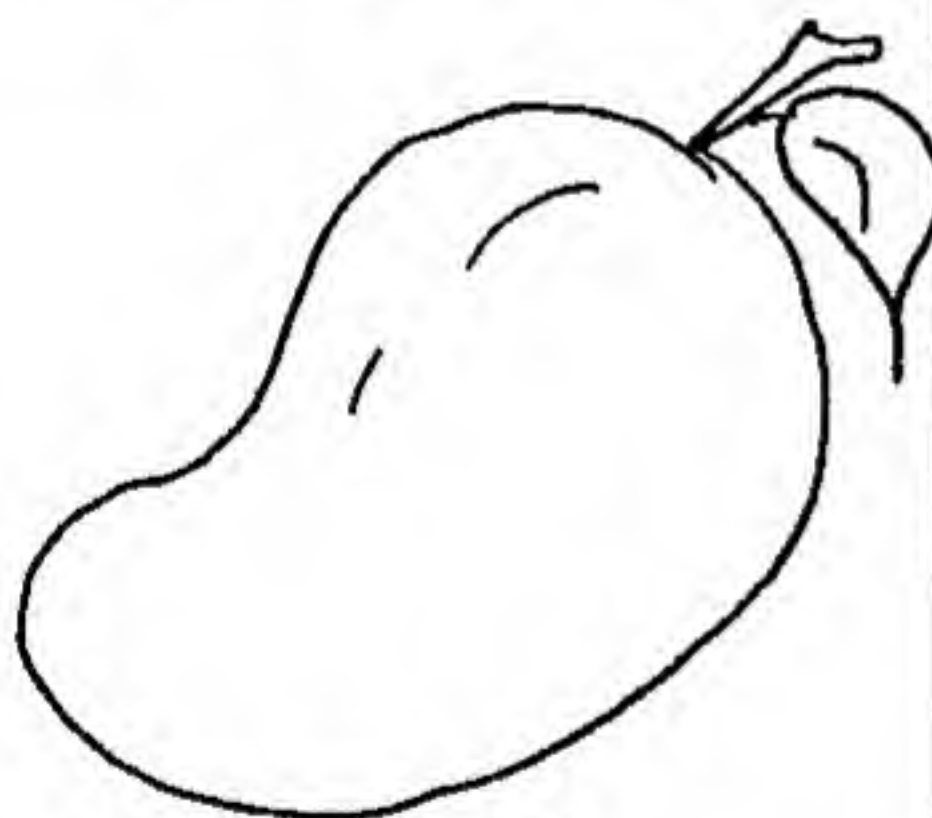
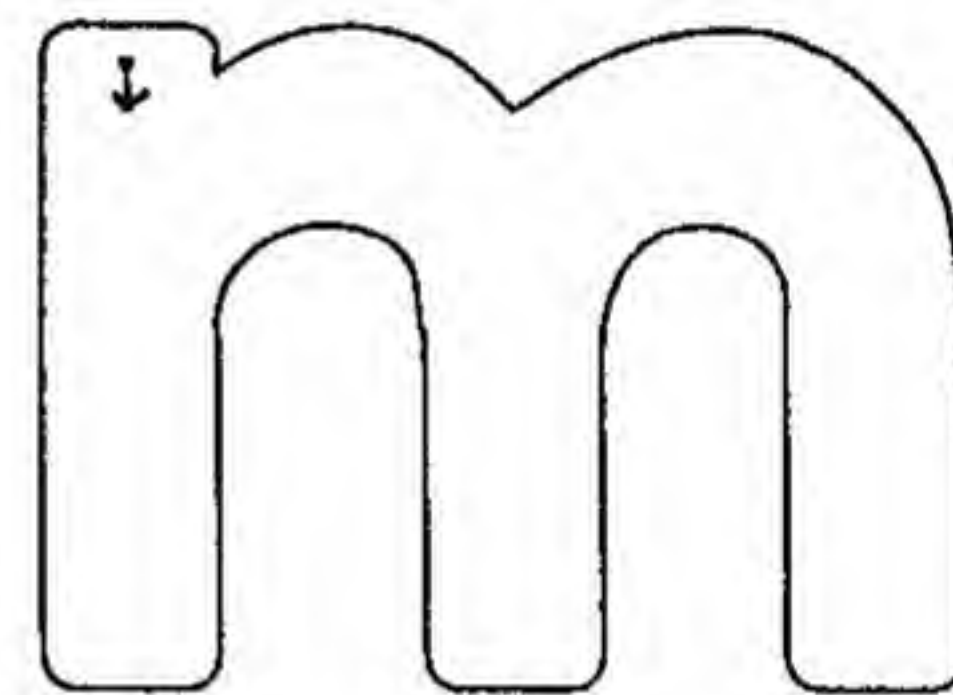
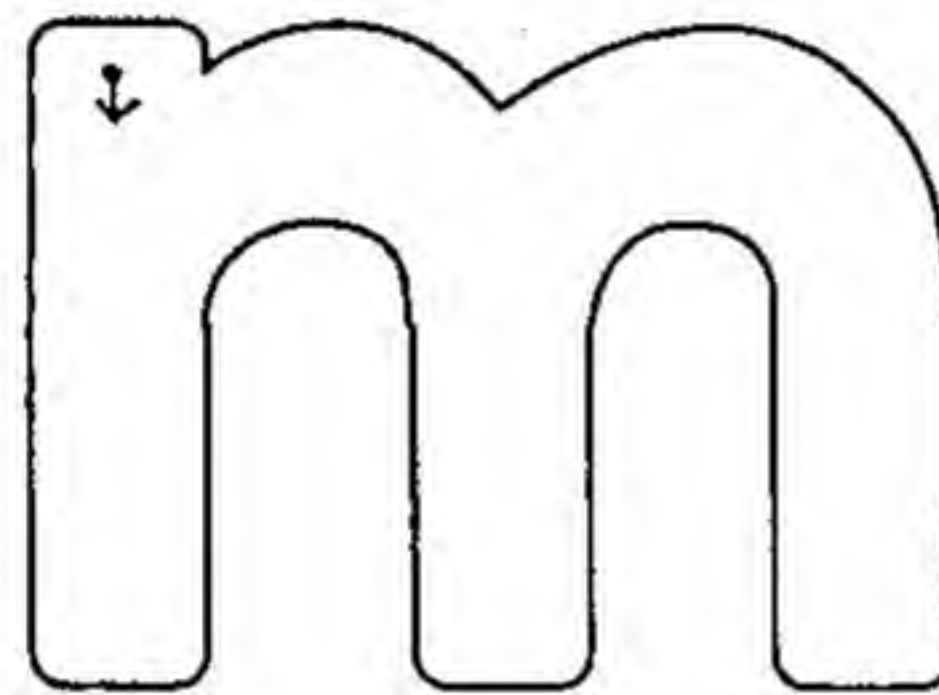
Date: \_\_\_\_\_

Day: \_\_\_\_\_

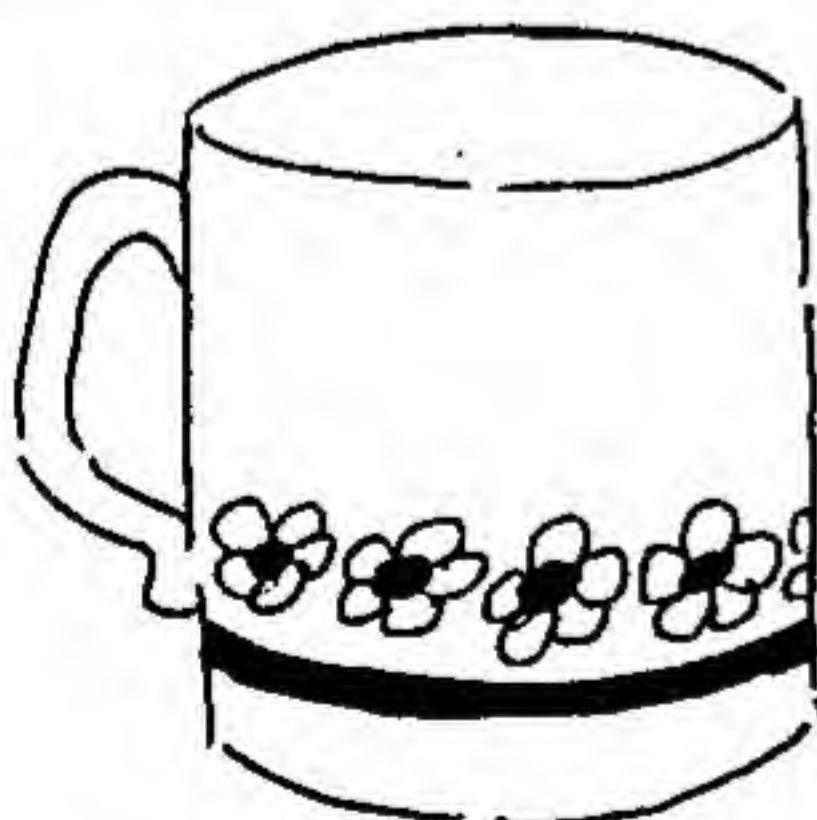
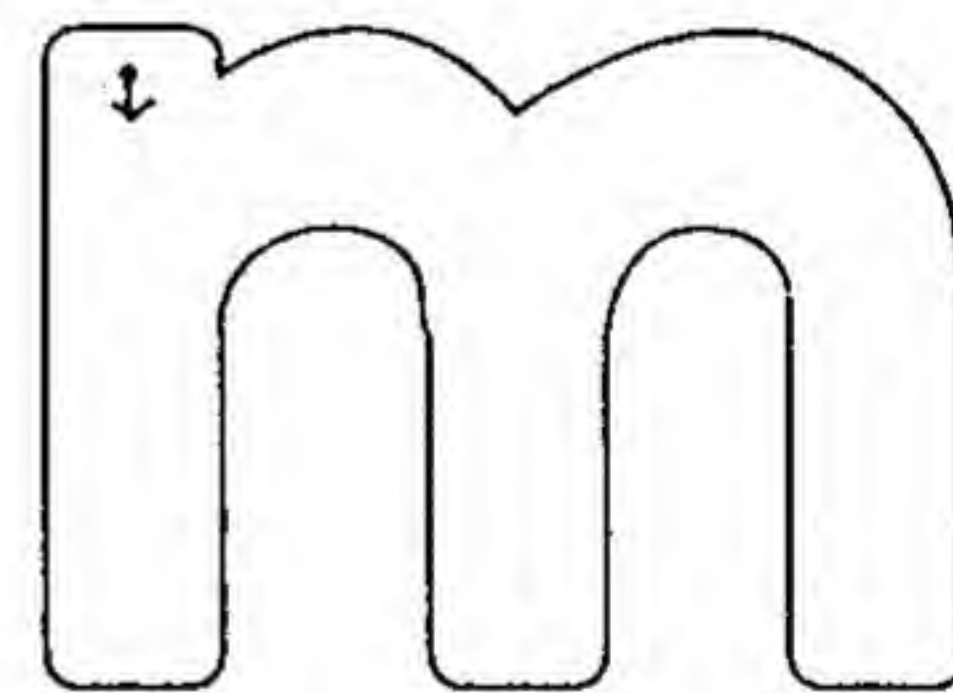
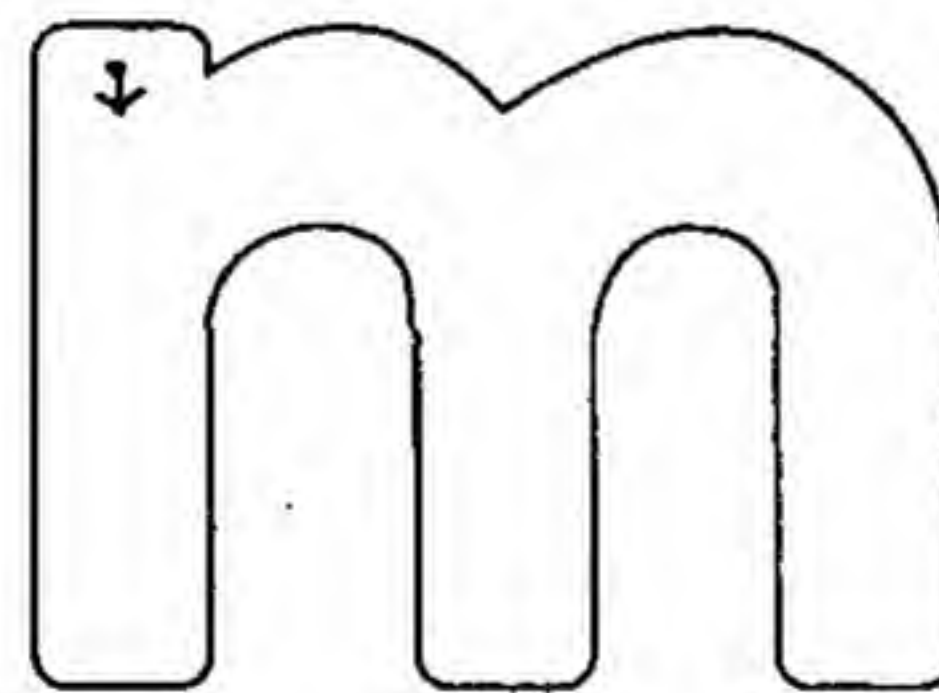
Write and colour



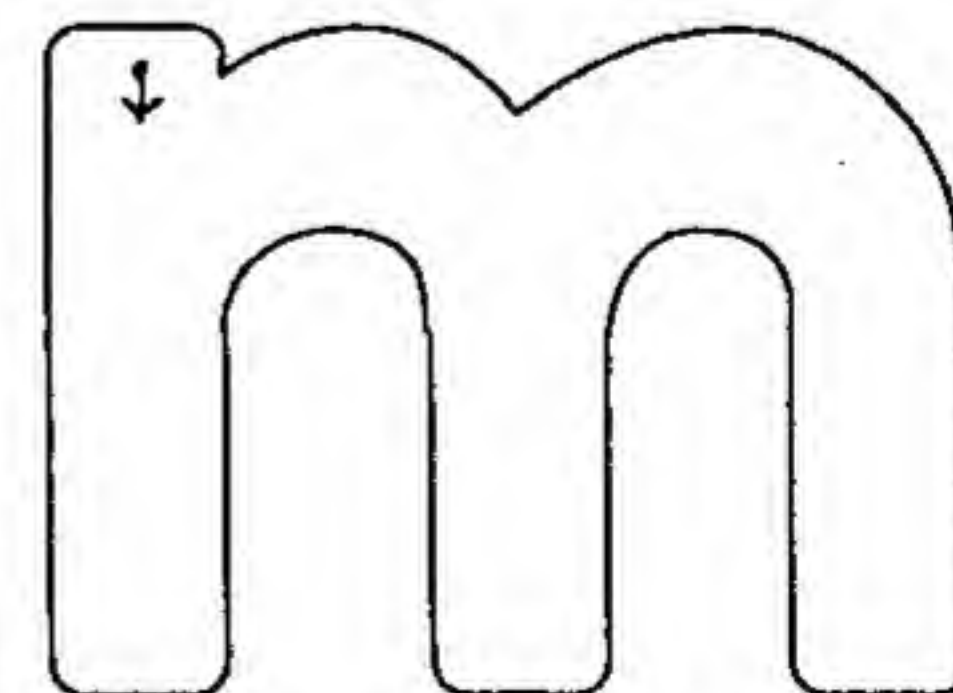
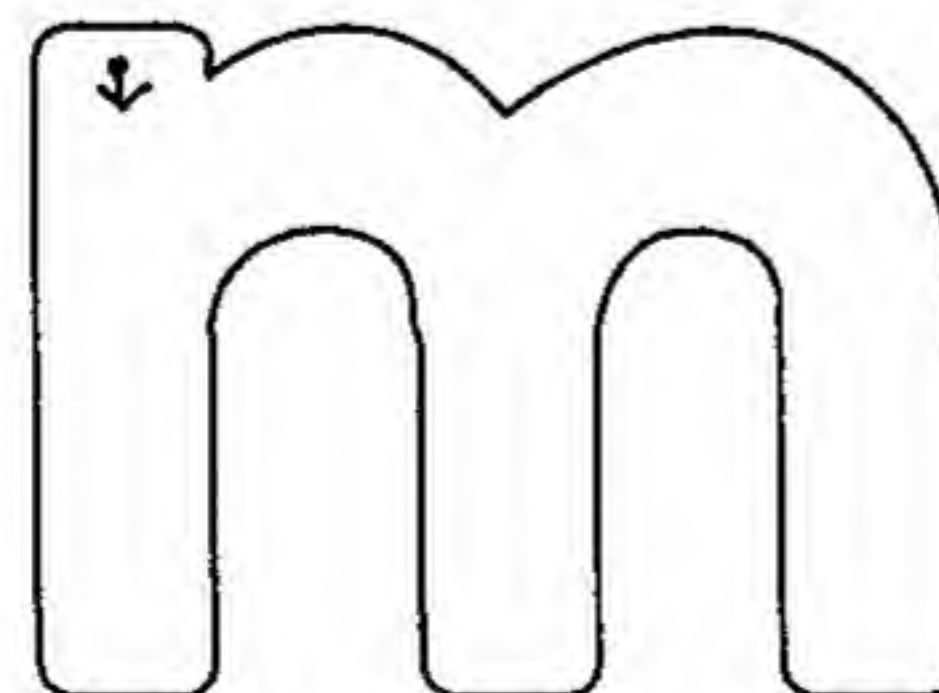
mask



mango



mug





# WORKSHEET

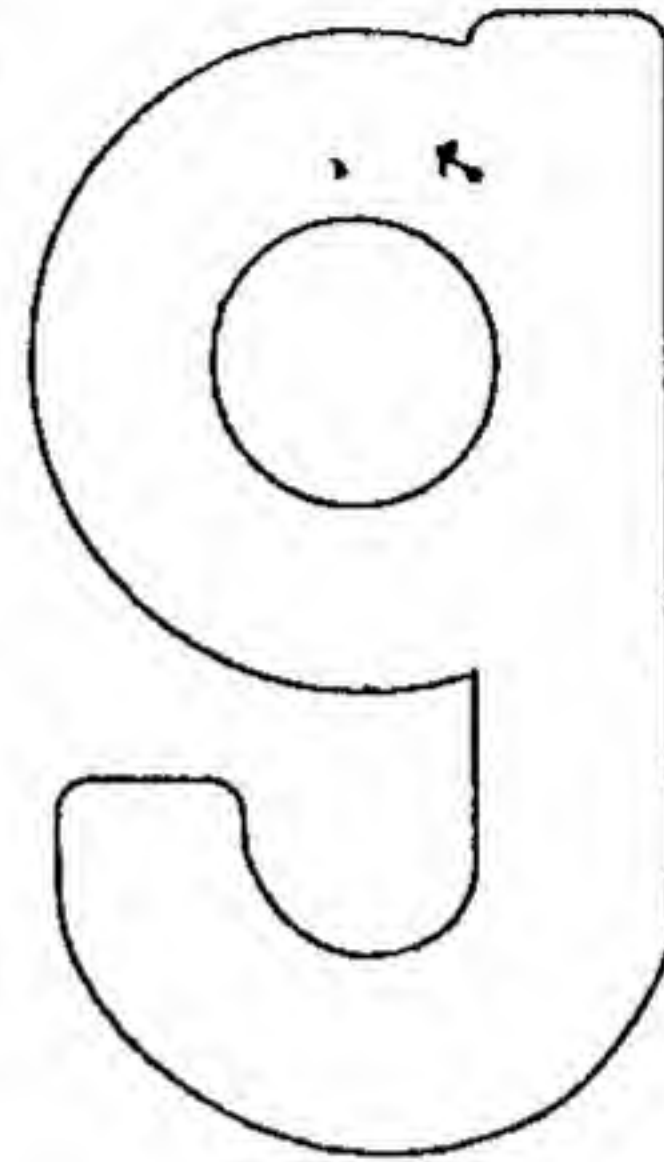
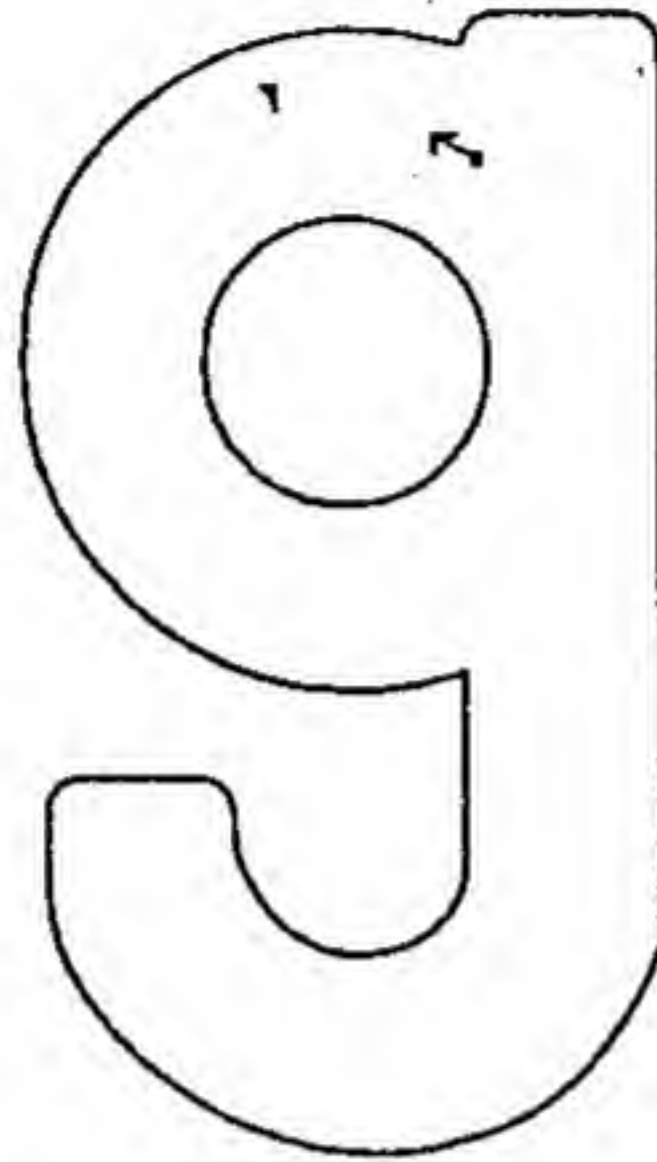
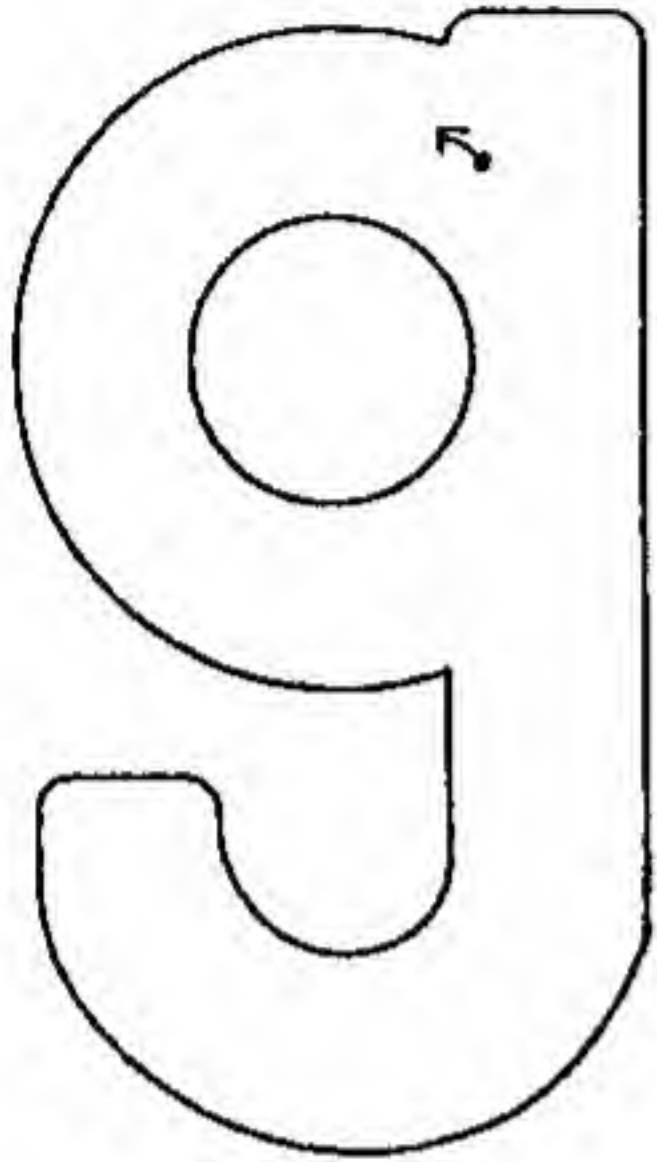
Level: *Nursery*  
Week: *5*

Term: *2*  
Day: *6*

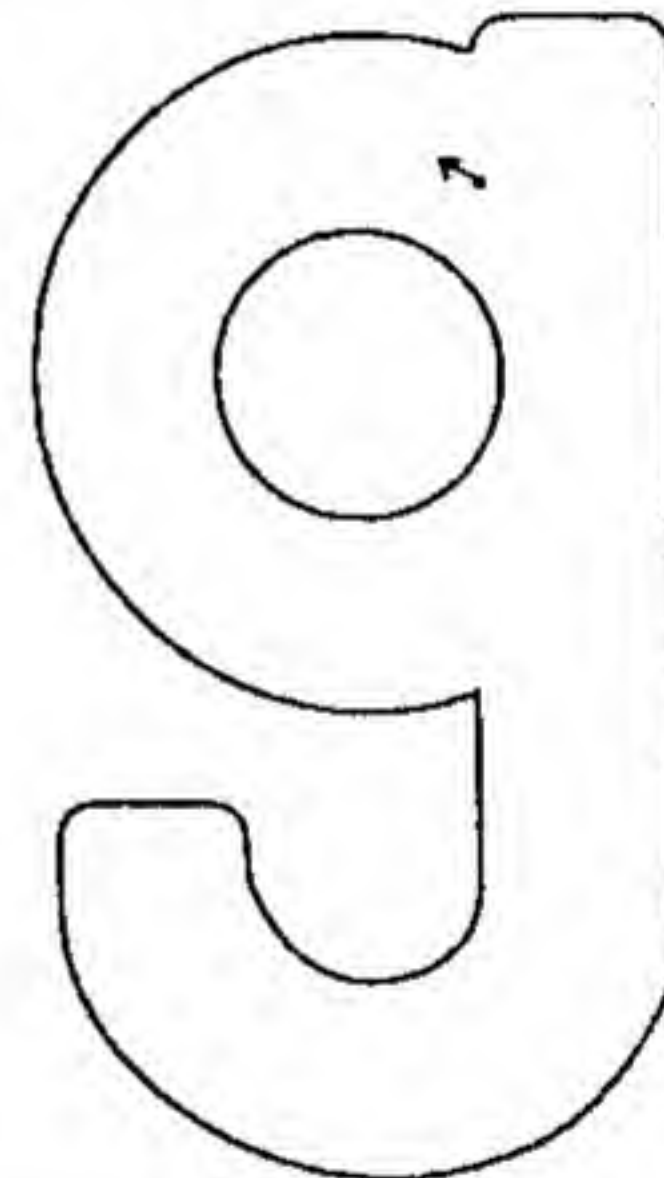
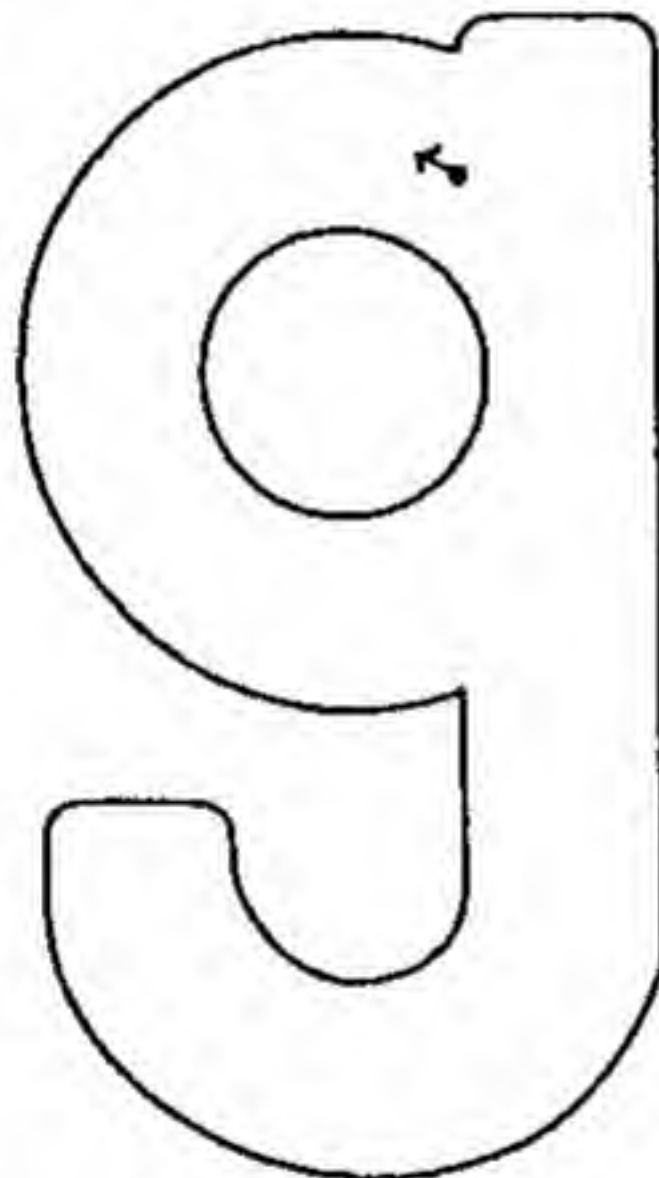
Date: \_\_\_\_\_

Day: \_\_\_\_\_

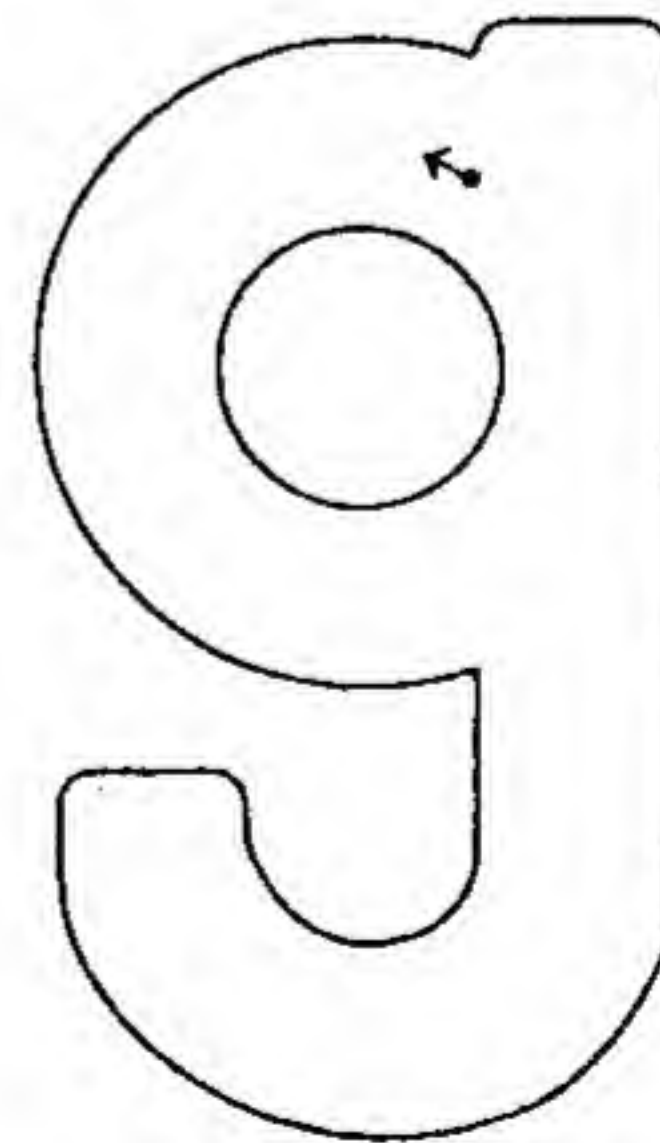
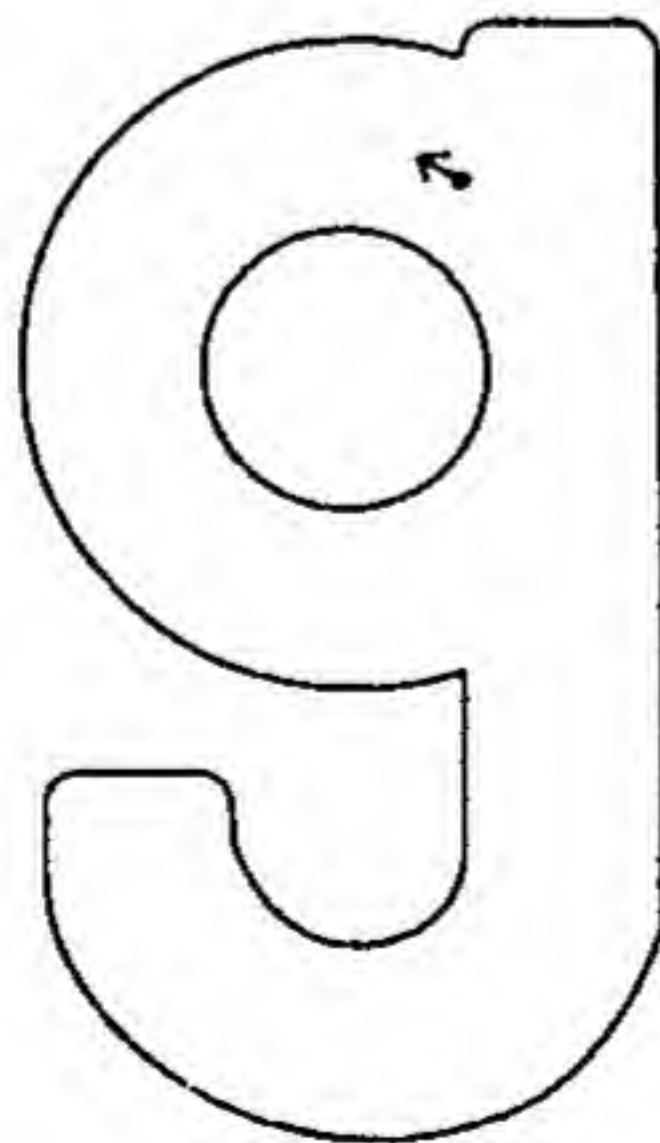
Trace and colour



guitar



girl



# Worksheet

Level: *Nursery*  
Week: *5*

Term: *2*  
Day: *6*

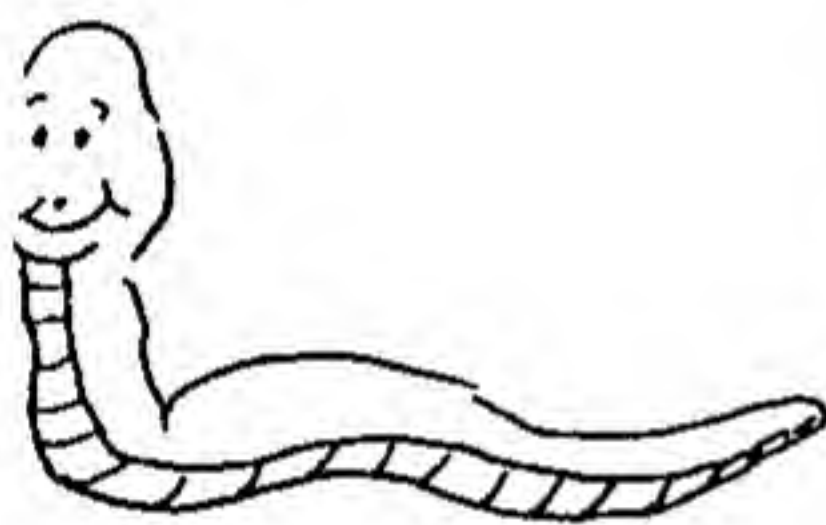
Day: \_\_\_\_\_

e and colour

S

S

S



snake

S

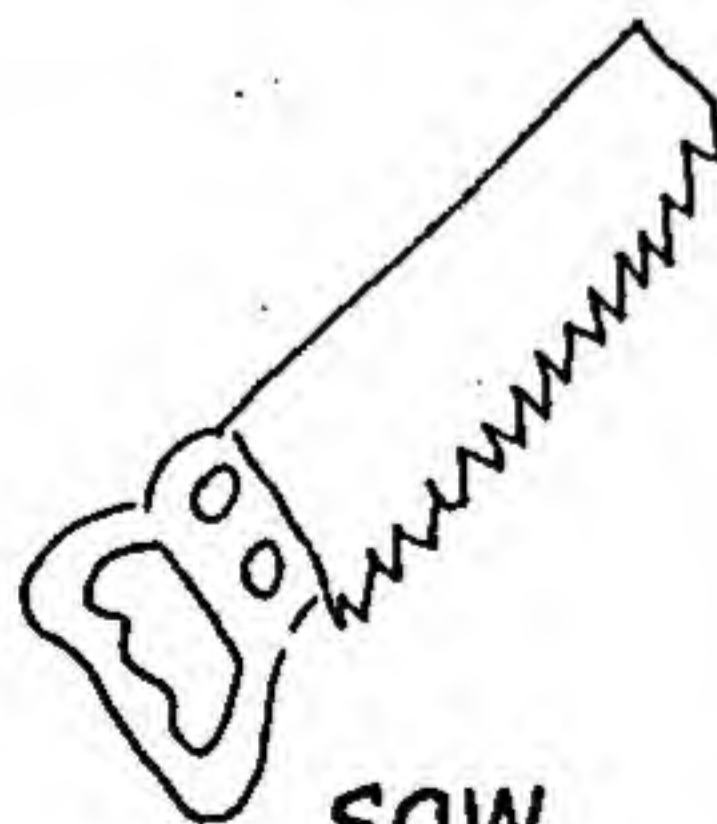
S



seal

S

S



saw

S

S



## Lesson Plan (English)

Level: Nursery

Term: 2

Week: 6

Periods: 8

Communication	Reading	Writing	Assessment
Circle time personal hygiene and general cleanliness. Introduction to secondary colour i.e. green, orange and purple.	Text I like Peter.	Tracing over the dotted line of the letter g m & s. Independent writing of letter m g & s.	Match and join

# Lesson Plan

## Communication

Level: Nursery  
Term: 2  
Week: 6  
Day: 1

- 1. Objective:** The Children will be able to:
    - Get aware of themselves
    - Learn to take care of environment
    - Know the difference between healthy and junk food.
  - 2. Function.** Personal hygiene and general cleanliness
  - 3. Activity:** Sorting of healthy and junk food. Create an environment of a restaurant to explain about healthy food and good table manners.
  - 4. Material:** Variety of foods, Story book, Sweeping and working exercise of practical life washing hands, combing hair, cleaning dress.
- 

**5. Procedure:**

Discuss the foods which they like or which they don't like. Group discussion explain the three different kinds of meals and the times in which they are taken. The importance of healthy food must be stressed upon.

Emphasizing on daily bath, washing hands and proper brushing of teeth.

Follow up:

Work sheet. Matching exercise/crossing and the colouring the pictures of junk food. Need for cleanliness.



# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 6

Day: 2

1. **Objective:** The Children will be able to:
- Develop their chromatic and aesthetic sense.
  - Learn the difference between the secondary colours.
  - Learn the names of colours and associating colours to the things in the environment.
2. **Function.** Secondary colours i.e. green orange and purple.
3. **Activity:** Pairing of colour cards Mixing of primary colours to make secondary colours mixing colour white.
4. **Material:** Colour cards, Flash cards for matching pairing, colorful objects.

---

### **Procedure:**

low up: Group lesson experiments and Activities  
Work sheet

# Worksheet

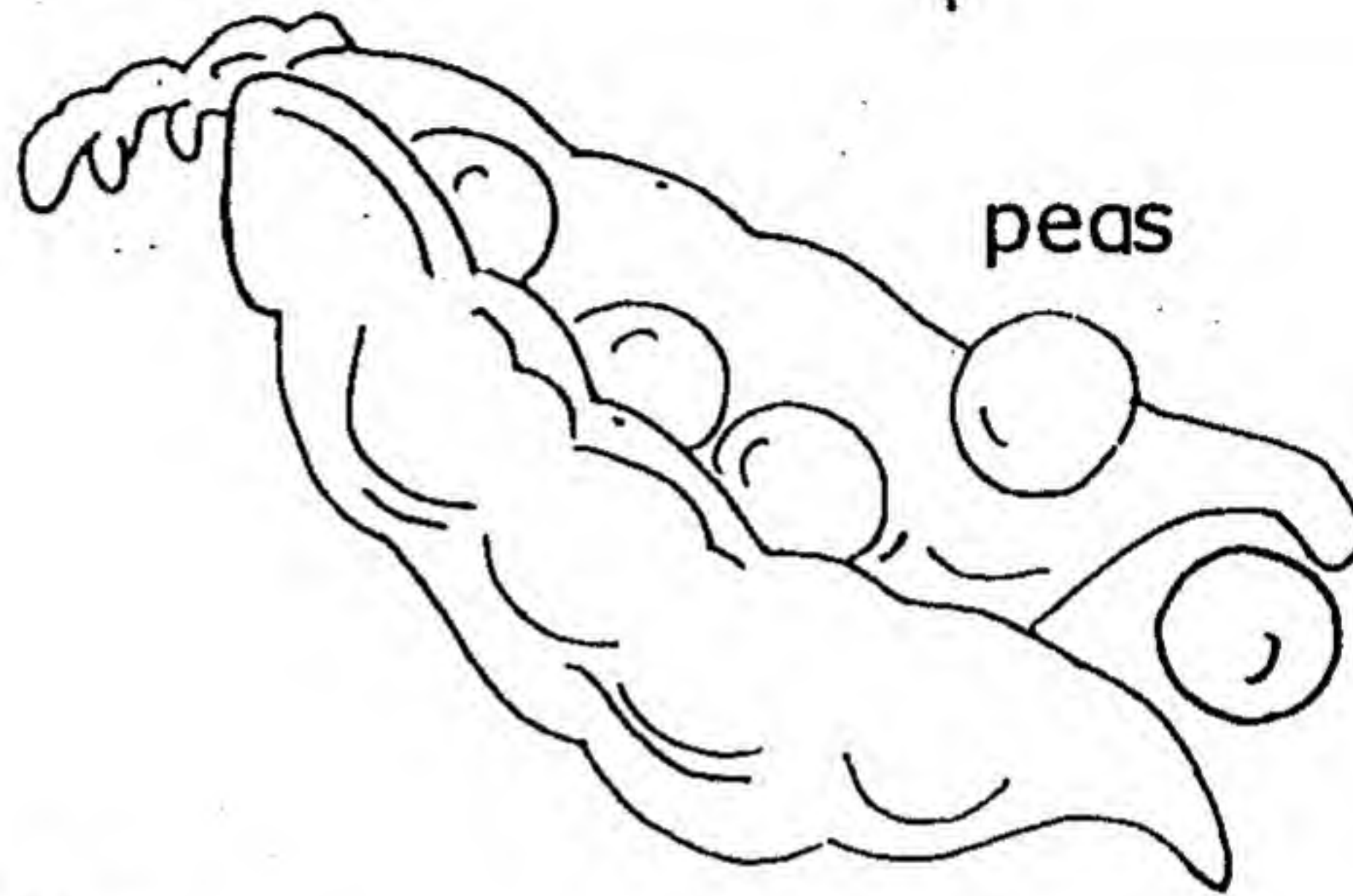
Level: *Nursery*  
Week: *6*

Term: *2*  
Day: *2*

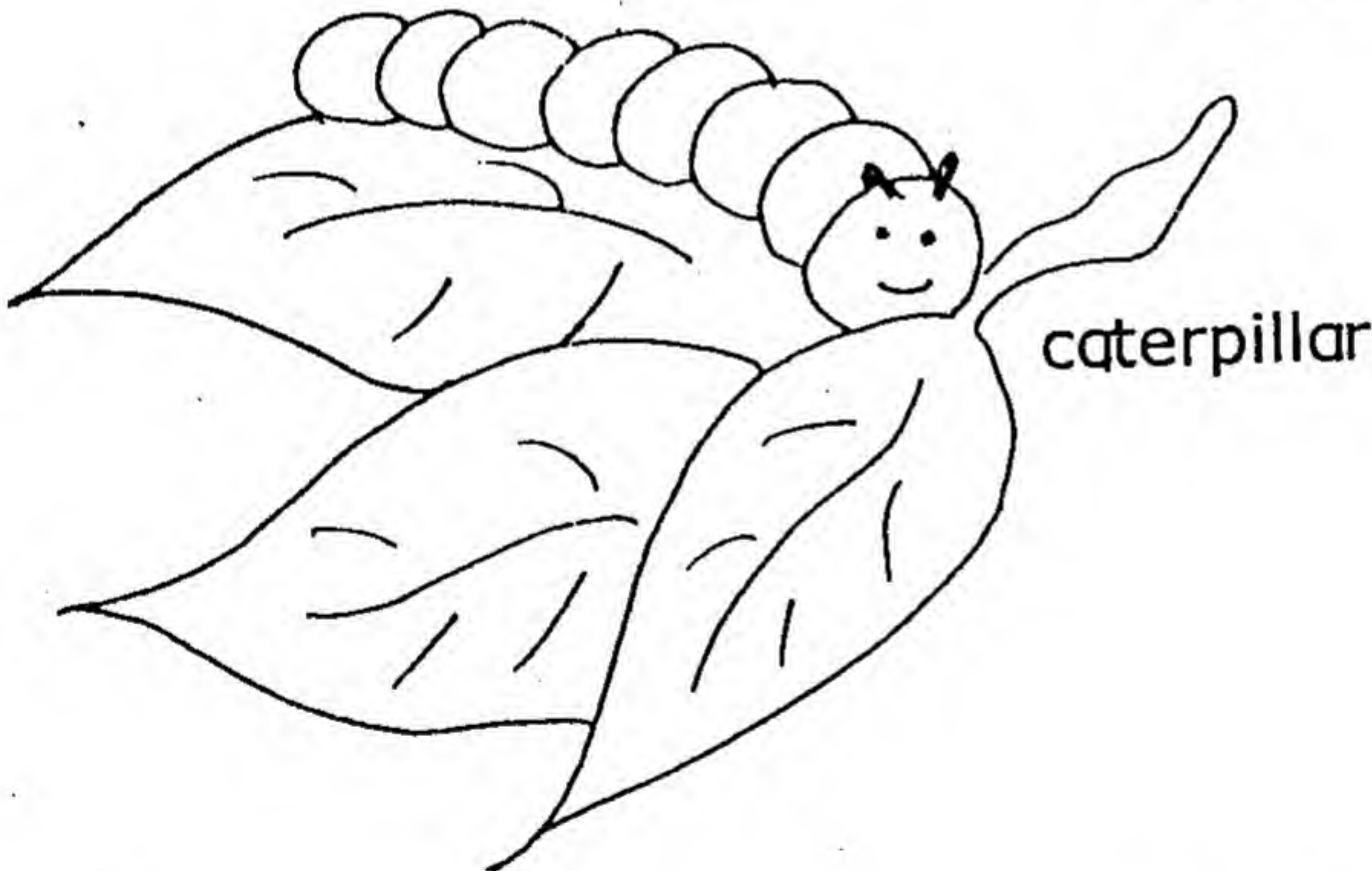
date: \_\_\_\_\_

day: \_\_\_\_\_

introduction to colour green



peas



caterpillar



grass



# Worksheet

Level: Nursery  
Week: 6

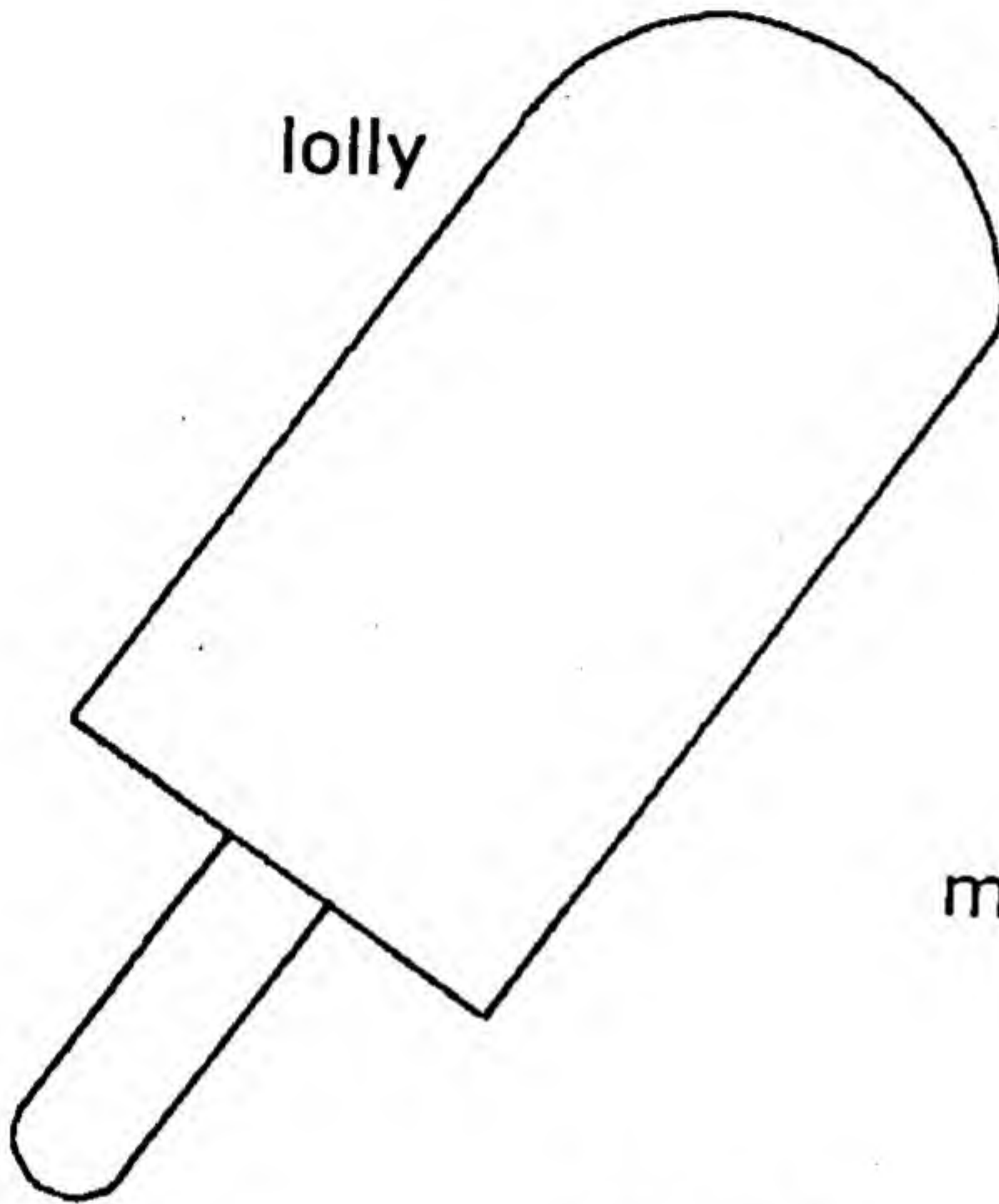
Term: 2  
Day: 2

date: \_\_\_\_\_

day: \_\_\_\_\_

introduction to colour orange

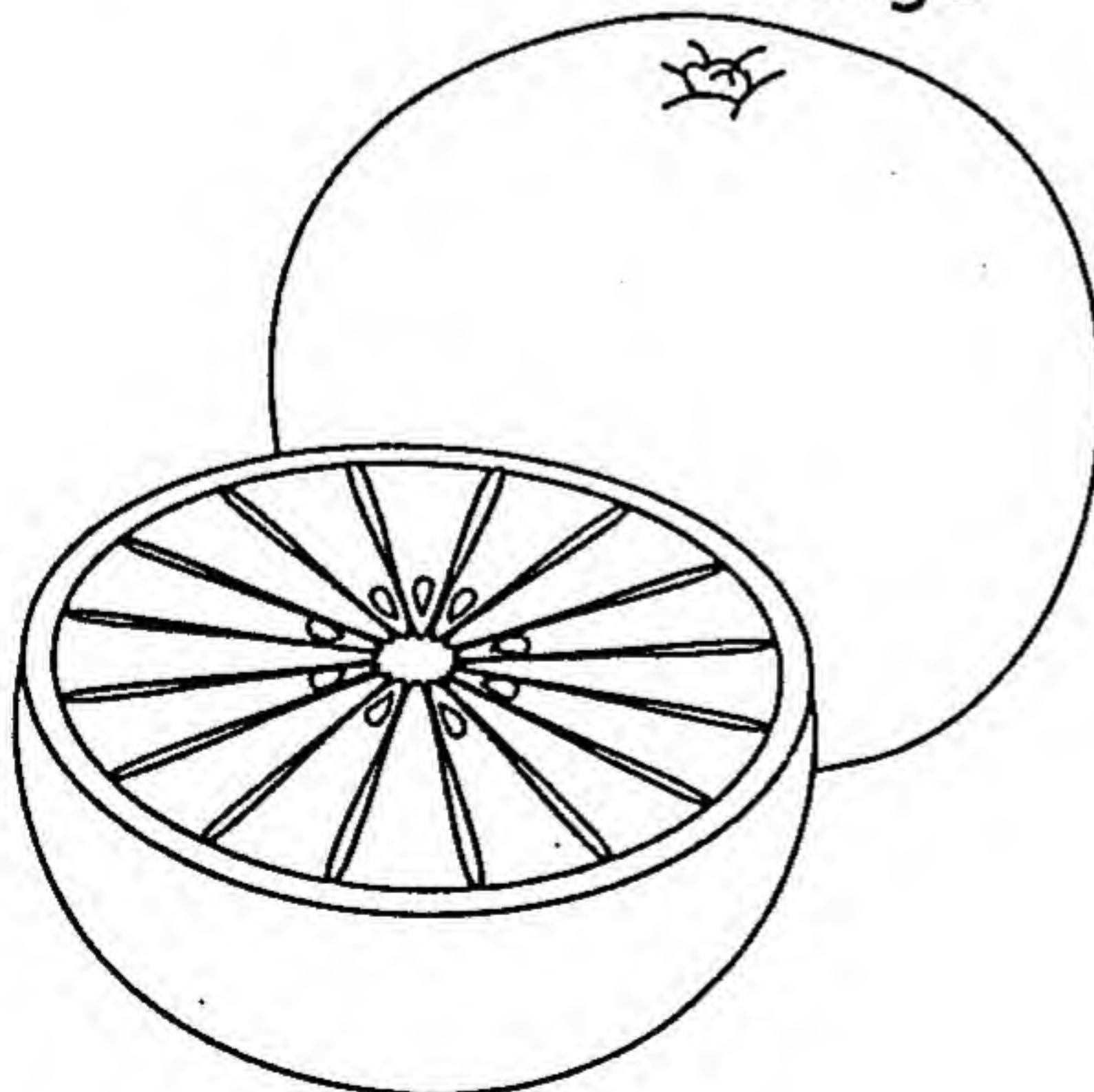
lolly



mirinda



orange



# Worksheet

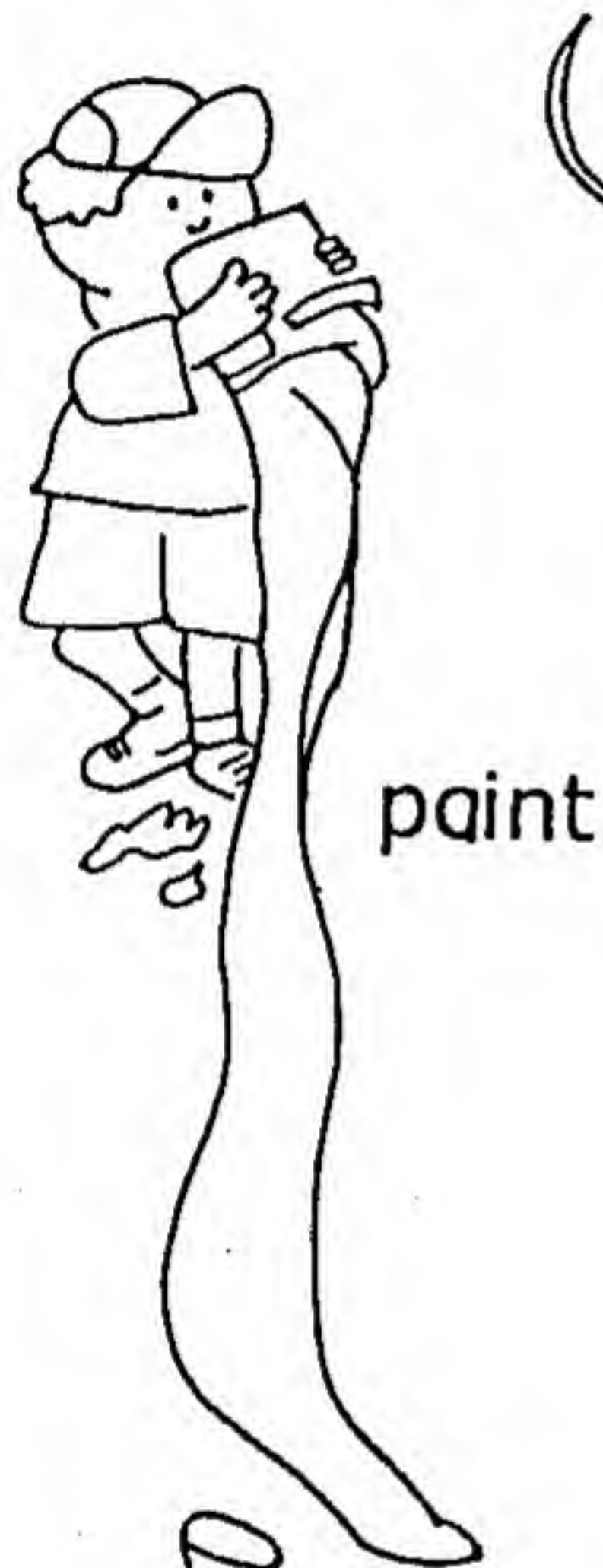
Level: *Nursery*  
Week: *6*

Term: *2*  
Day: *2*

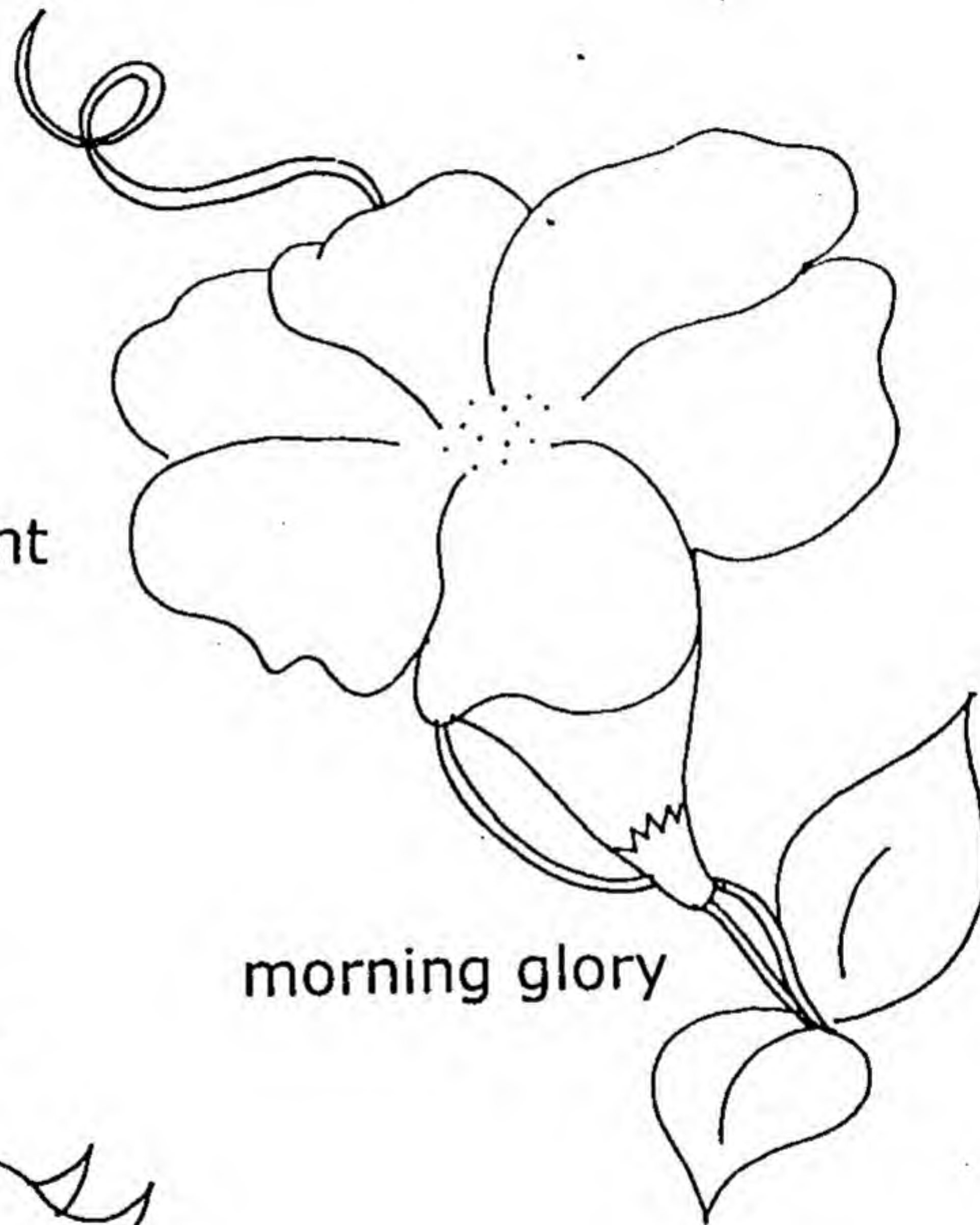
date: \_\_\_\_\_

day: \_\_\_\_\_

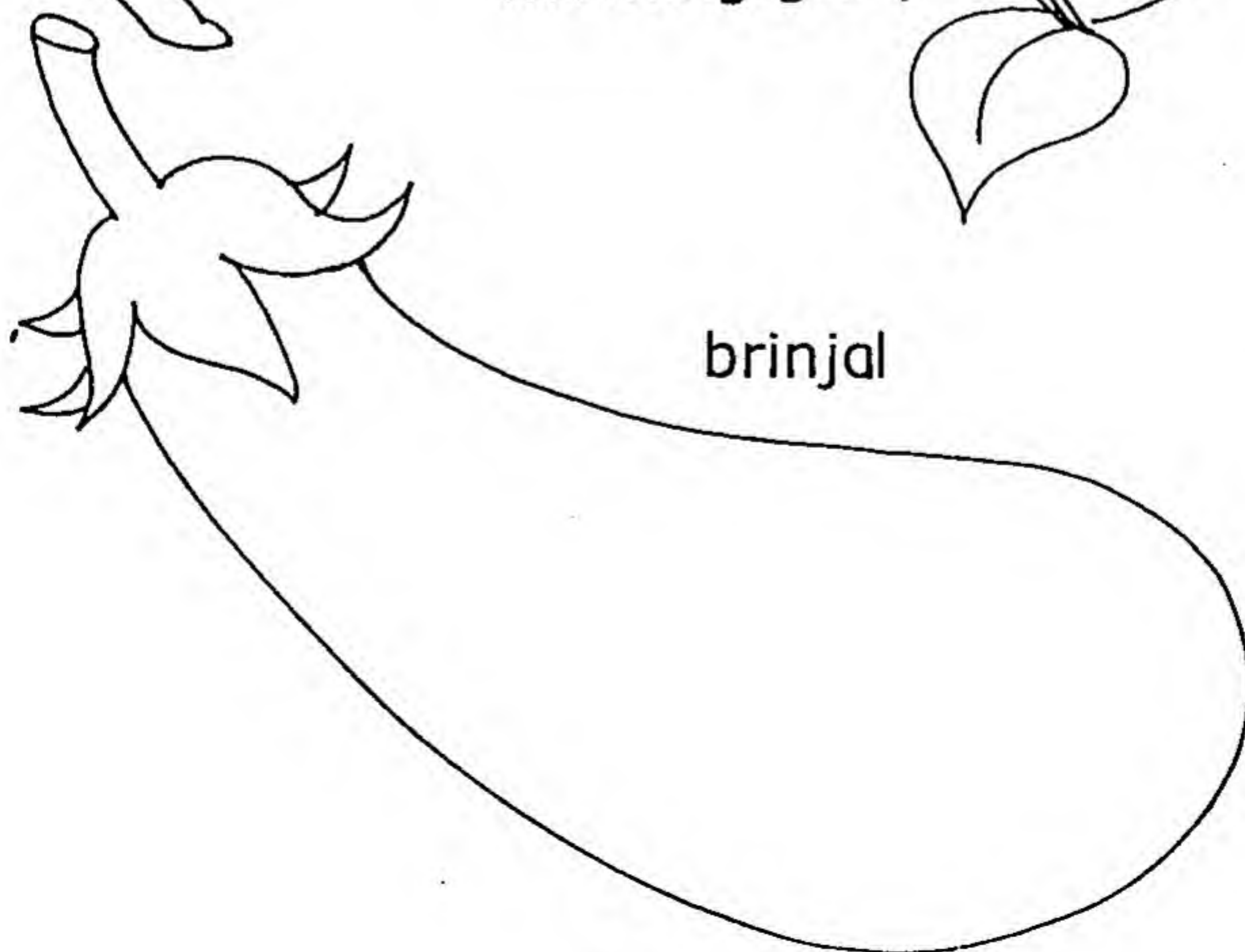
introduction to colour purple



paint



morning glory



brinjal



# Lesson Plan

## Reading

Level: Nursery  
Term: 2  
Week: 6  
Day: 3

1. **Objective:** The Children will be able to develop their language skill.
  2. **Skill.** Reading aloud
  3. **Topic:** I like Peter, New Word (i)
  4. **Material:** Text Page.
- 

**5. Procedure:**

Ask the following.

- What can you see in the picture?
- Have you ever made a paper boat?
- Did you ever play at the sea side?
- Can you see Jane in the picture?
- What is Peter doing?

Reading aloud:

You can distribute the text page and read it aloud, the children can follow you and will learn a new word (i).

Group Reading:

Individual reading:



I like Peter.

new word

I





# Lesson Plan

## Writing

Level: Nursery  
Term: 2  
Week: 6  
Day: 4

1. **Objective:** The Children will be able to:
    - Get ready to do independent writing.
    - Tracing on the dotted line. .
  2. **Function.** Tracing of s m g over the dotted lines
  3. **Activity:** Colouring in the associated pictures. Make secondary colours mixing colour white.
  4. **Material:** Work sheet, Flash cards, sand tray, sand paper letters.
- 

5. **Procedure:**

The children will be given the work sheets and they will trace the letter m g s over the dotted lines and colour in the associated pictures.

### Group Work:

One group can do the work sheet and one group can work with the material.

# Worksheet

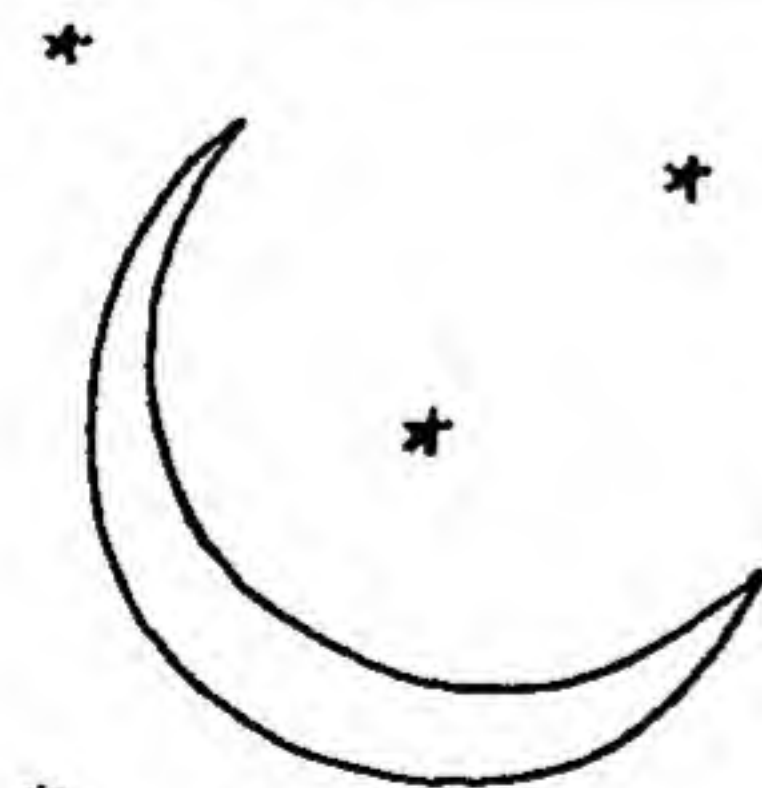
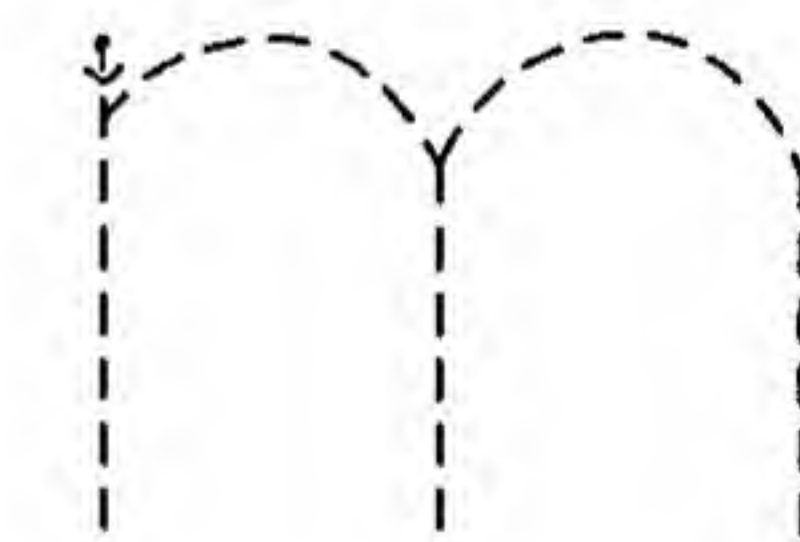
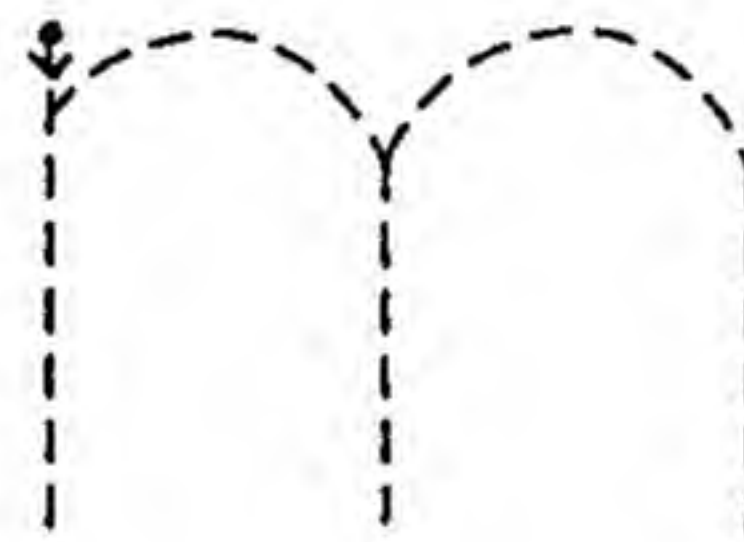
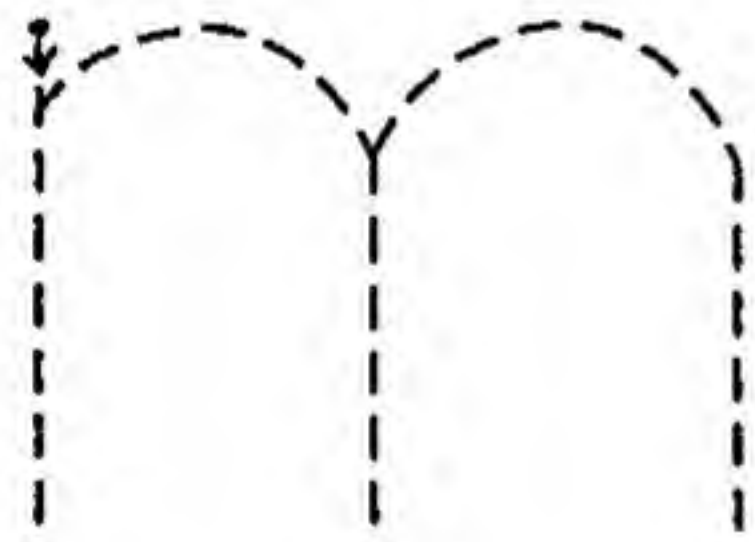
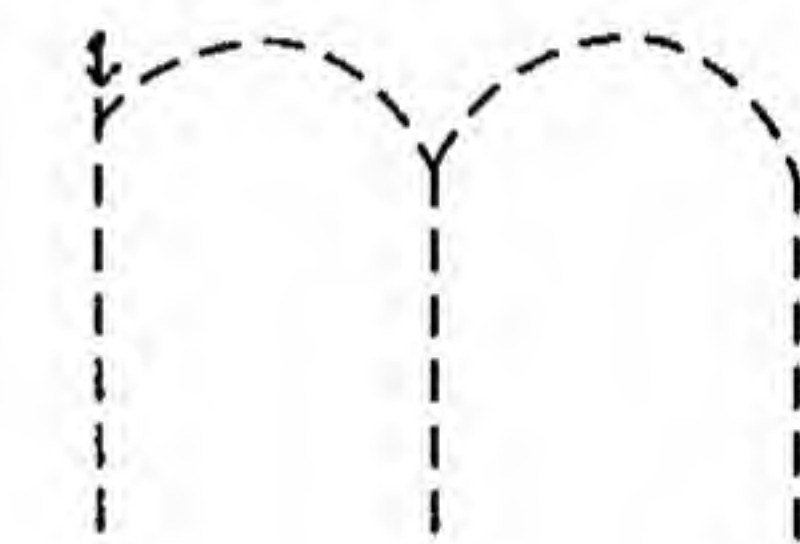
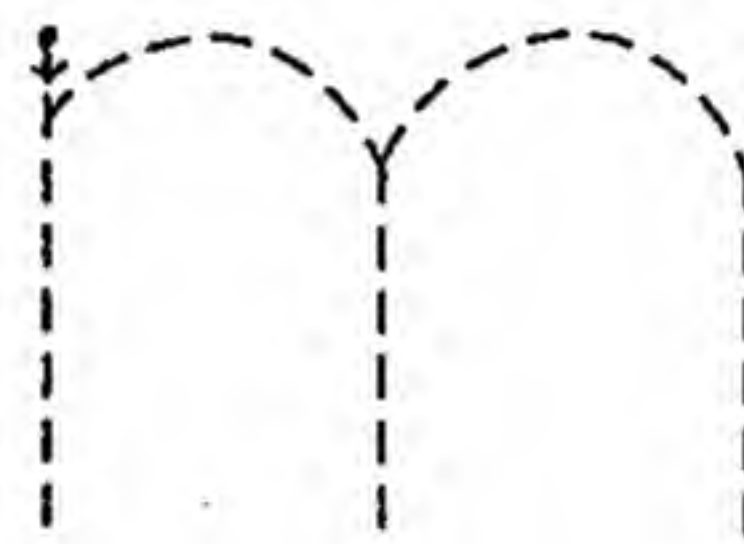
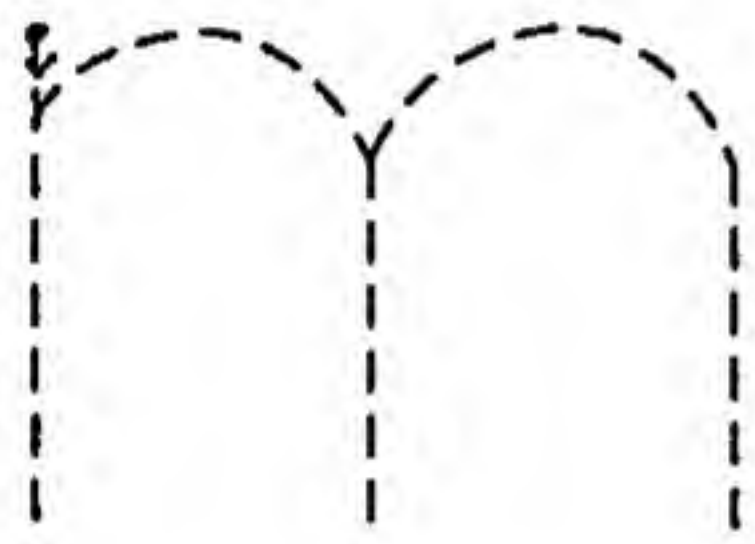
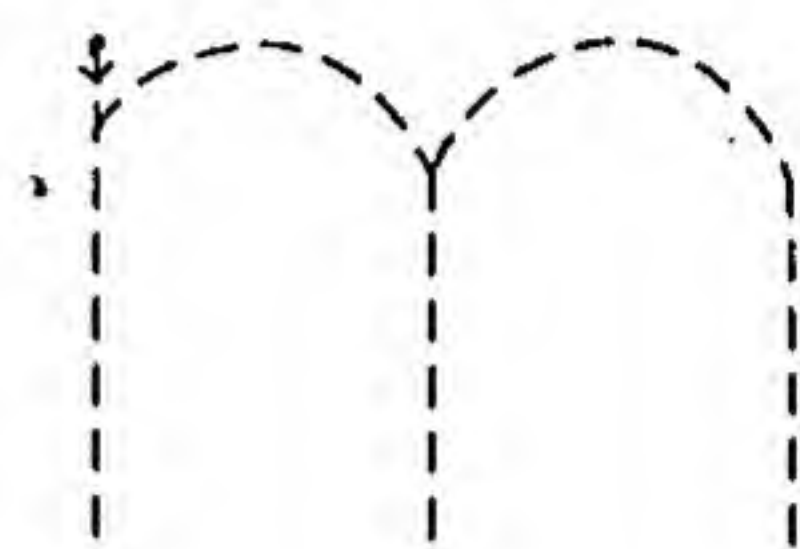
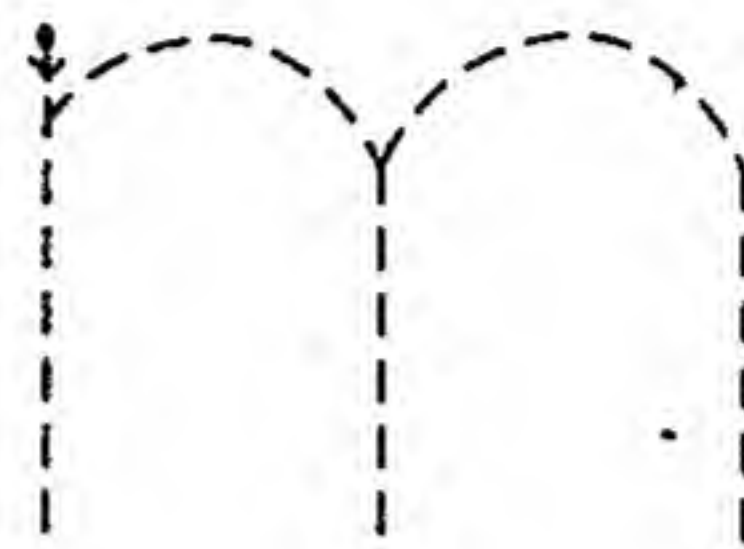
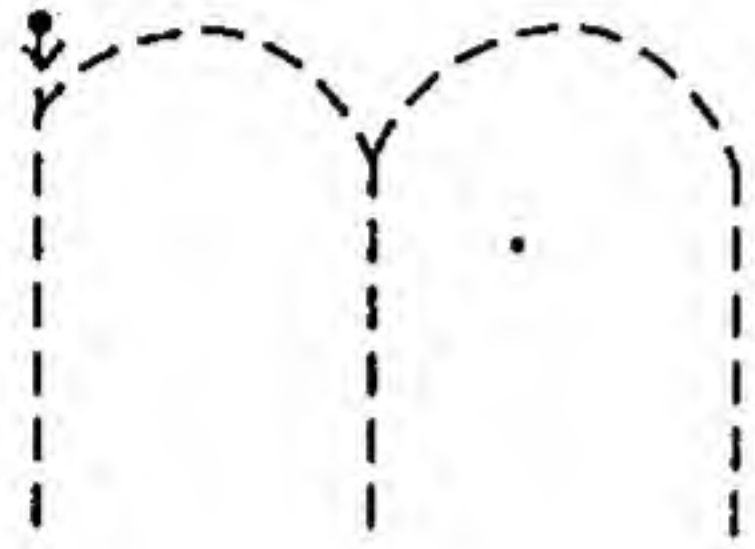
Level: Nursery  
Week: 6

Term: 2  
Day: 4

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Join the dotted 'm'



moon



mouse



monkey



# Worksheet

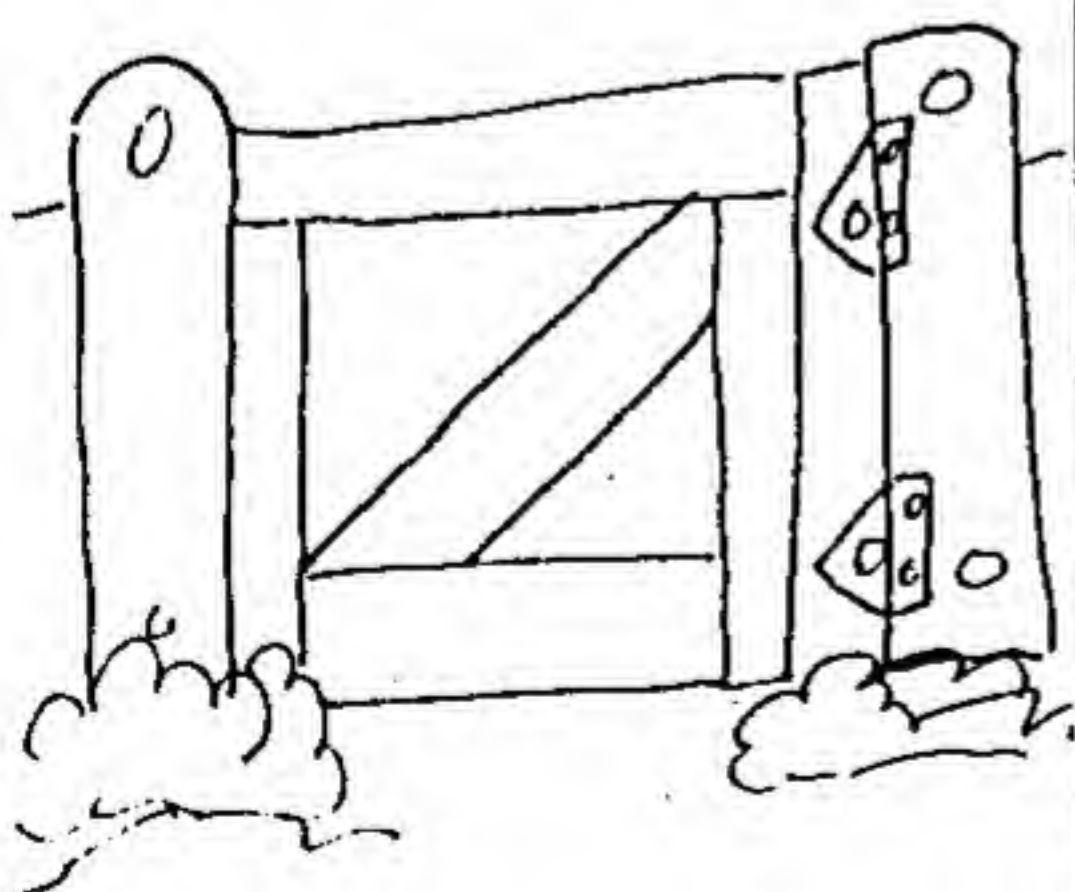
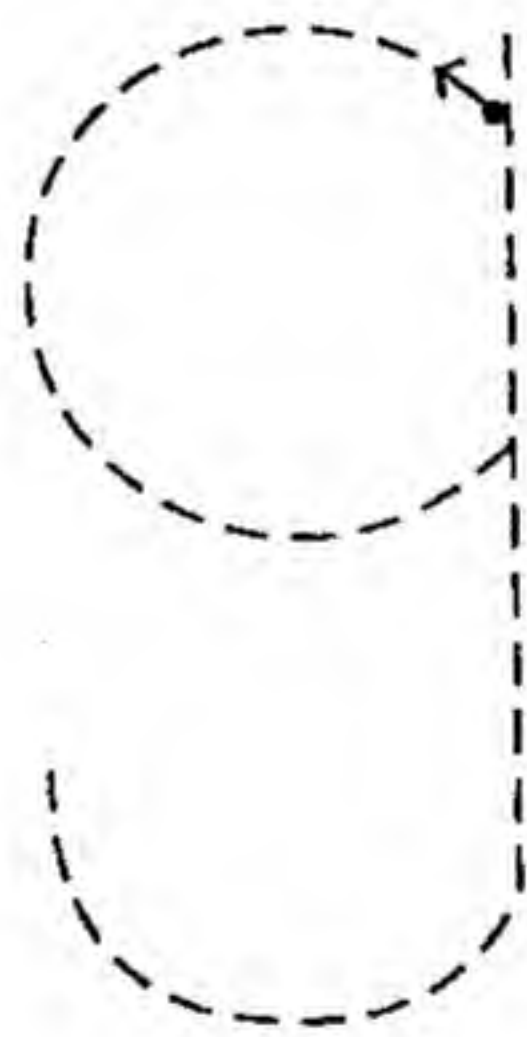
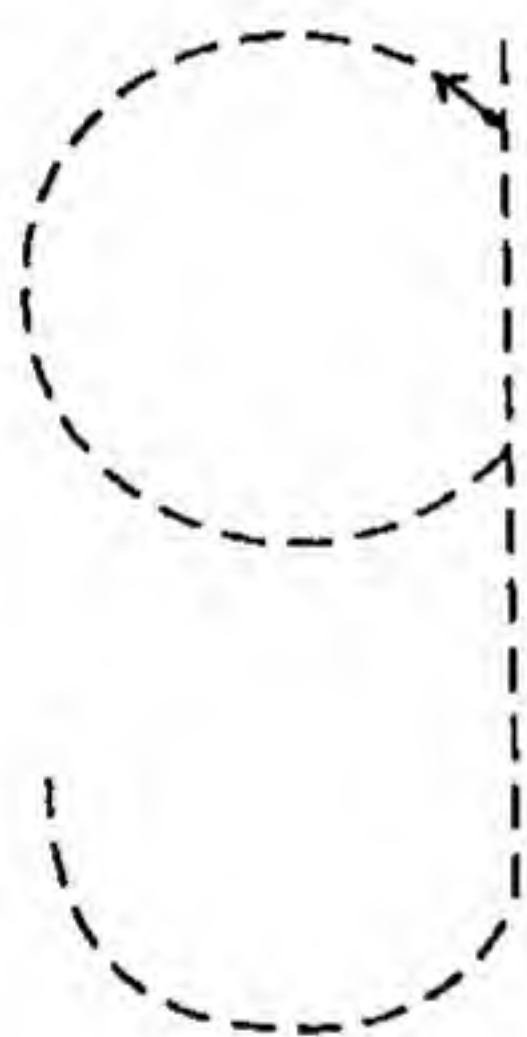
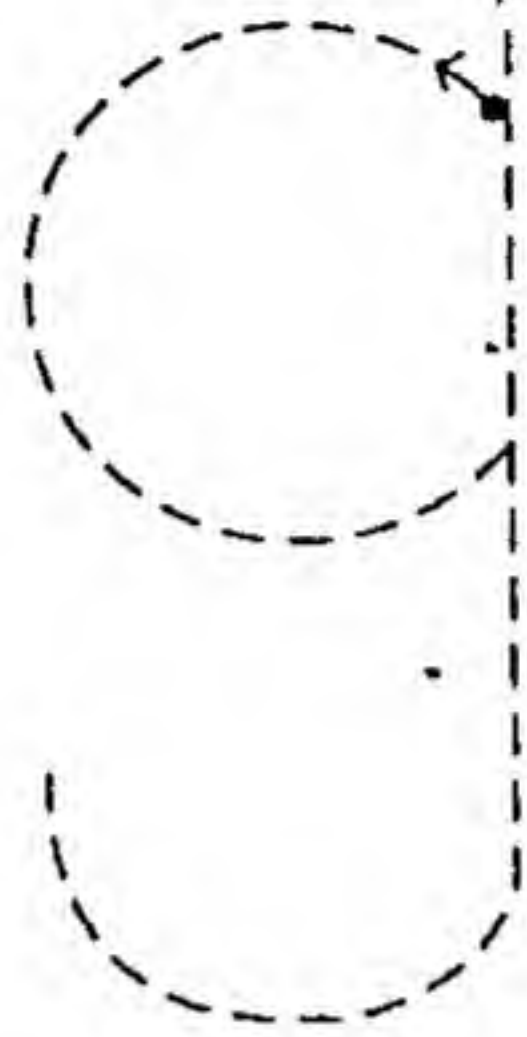
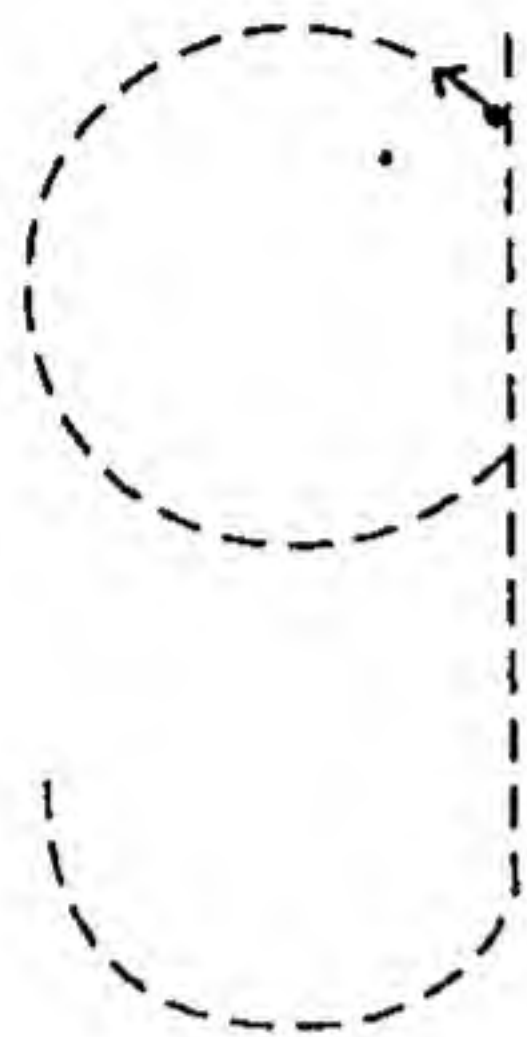
Level: *Nursery*  
Week: *6*

Term: *2*  
Day: *4*

Date: \_\_\_\_\_

Day: \_\_\_\_\_

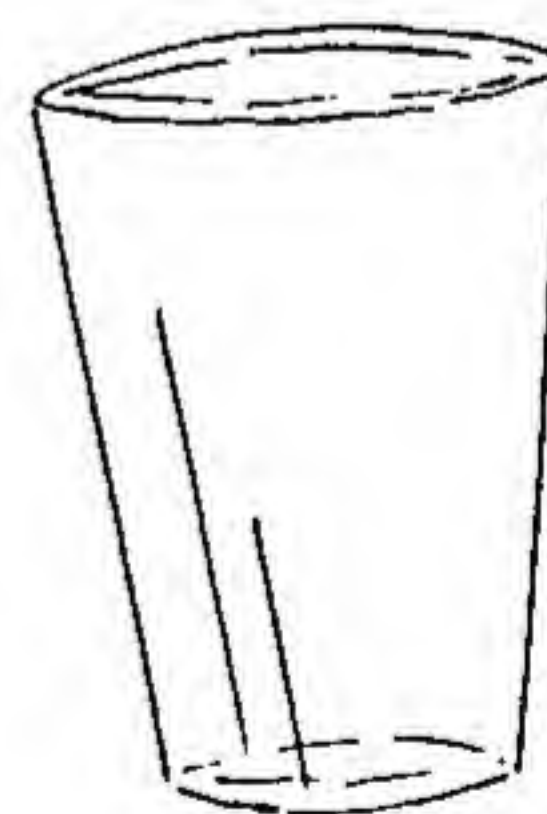
Join the dotted 'g'



gate



grapes



glass

# Worksheet

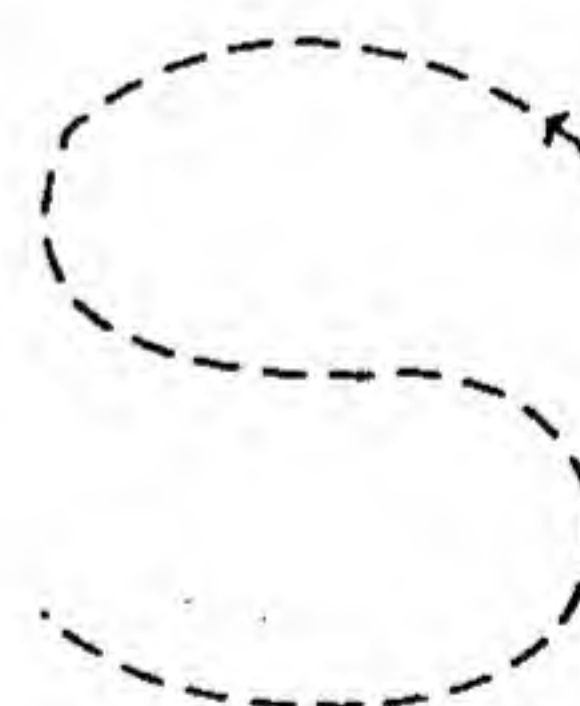
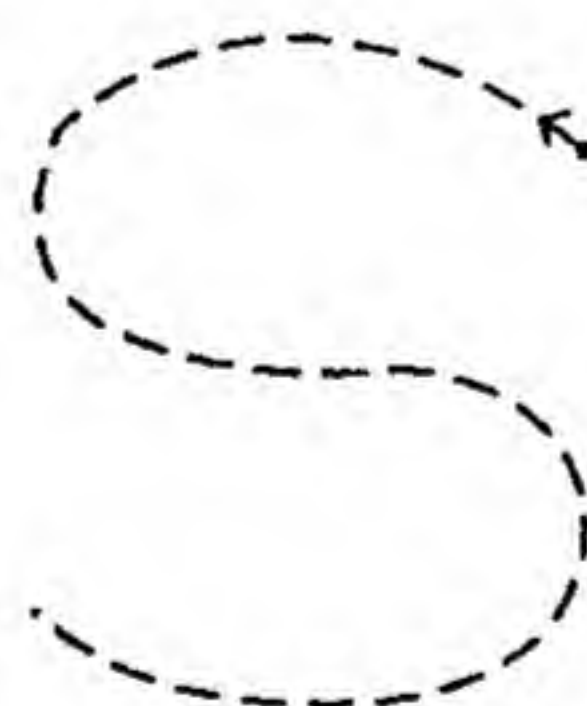
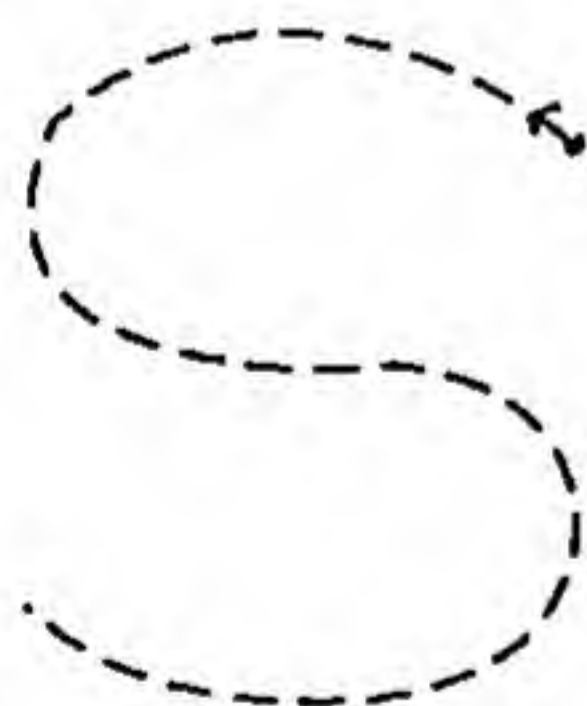
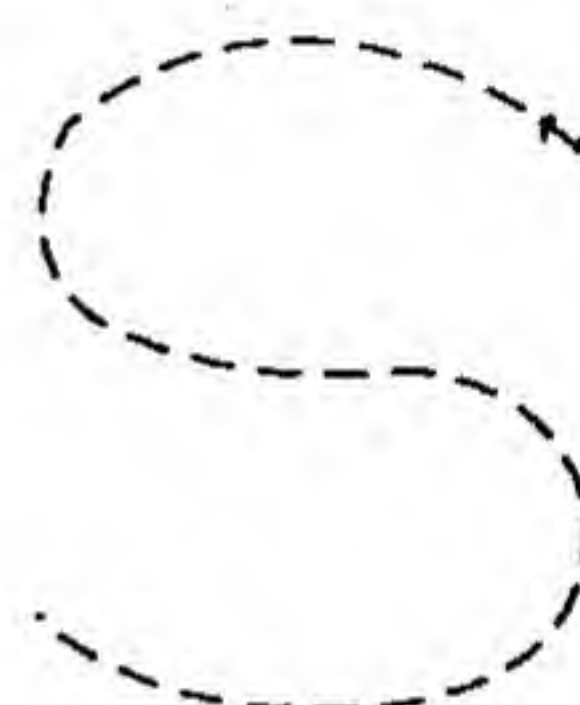
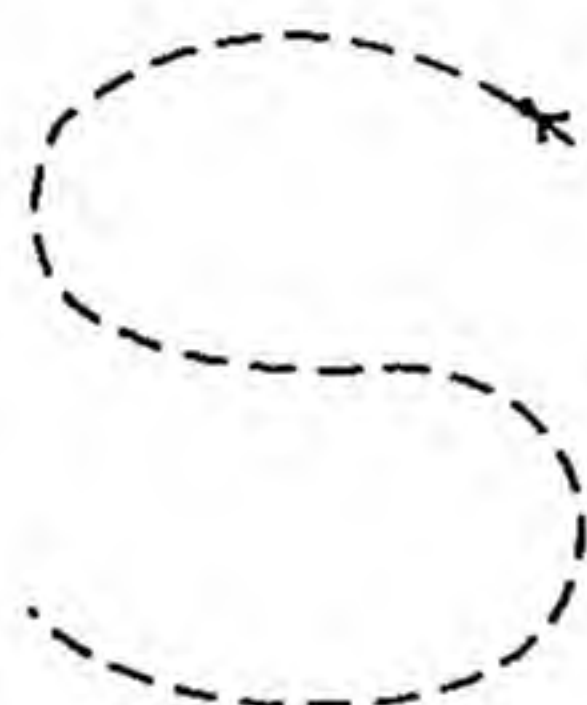
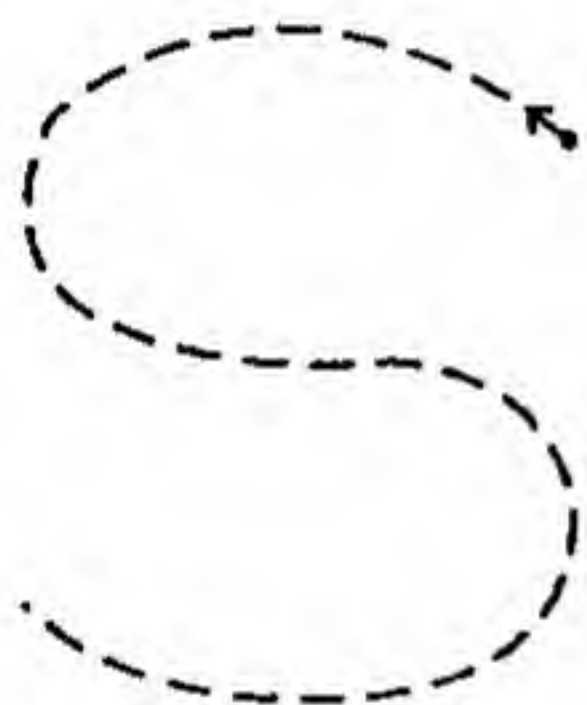
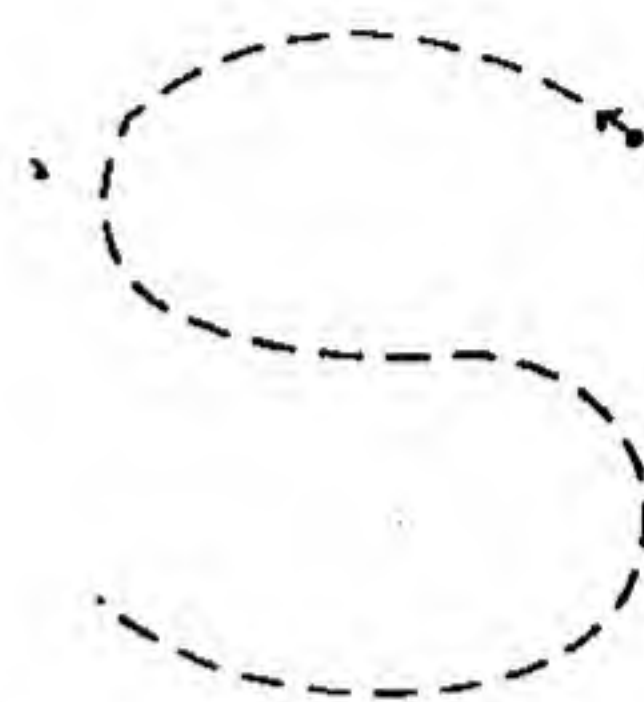
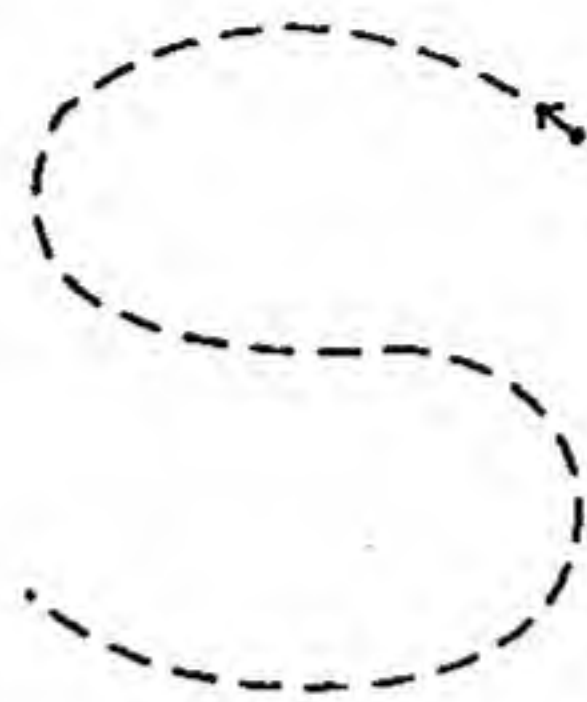
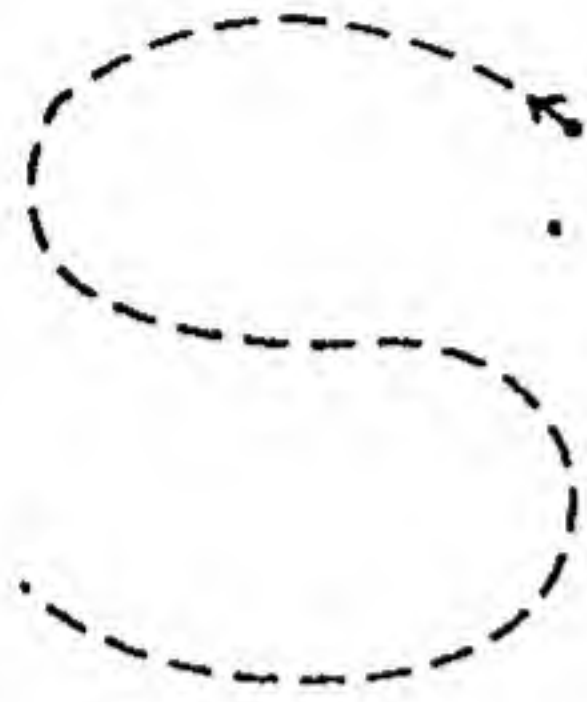
Level: *Nursery*  
Week: *6*

Term: *2*  
Day: *4*

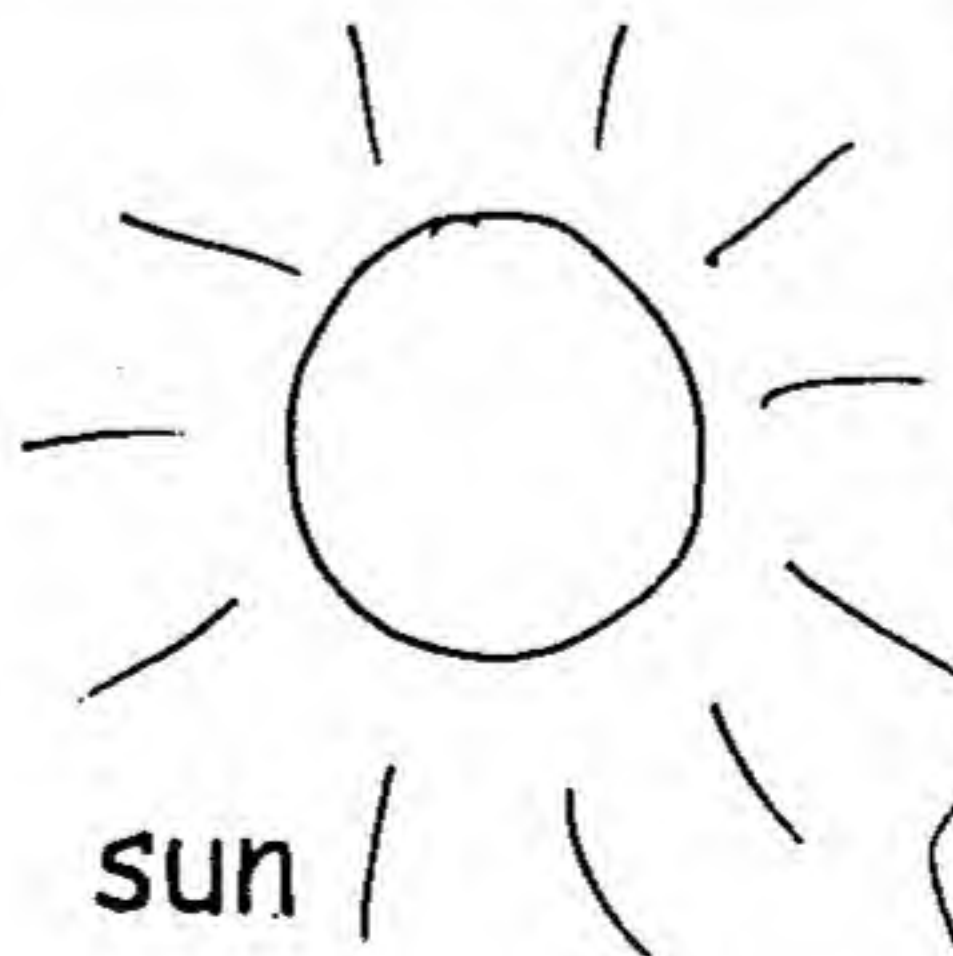
Date: \_\_\_\_\_

Day: \_\_\_\_\_

Join the dotted 's'



sink



sun



socks



# Lesson Plan

## Writing

Level: Nursery

Term: 2

Week: 6

Day: 5

**Objective:**

The Children will be able to:

- Write the letters independently.
- Write the letter with proper formation.

**unction.**

Independent writing

**ctivity:**

Colouring in the associated pictures.

**aterial:**

Work sheet, Sand paper letters, sand tray, sound corner.

**rocedure:**

The children will be given the worksheet of the letter s, m g. They will write the letters independently from a starting point, and will also do the colouring of the given pictures.

**oup Work:**

One group can work with the material. One group can do the worksheets.

# Worksheet

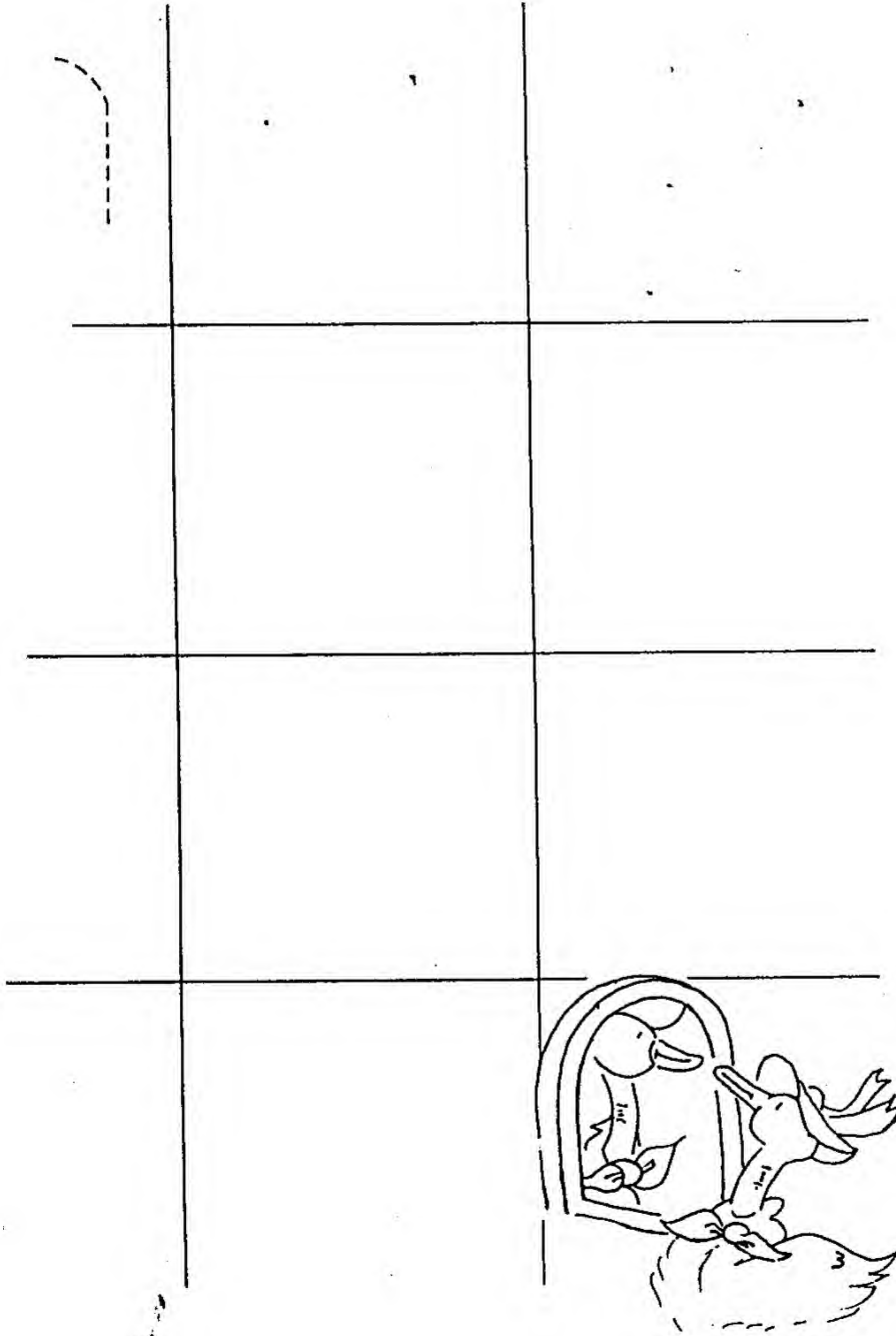
Level: *Nursery*  
Week: *6*

Term: *2*  
Day: *5*

Day: \_\_\_\_\_

\_\_\_\_\_

pendently





# Worksheet

Level: *Nursery*  
Week: *6*

Term: *2*  
Day: *5*

Day: \_\_\_\_\_

iction



guitar

# Worksheet

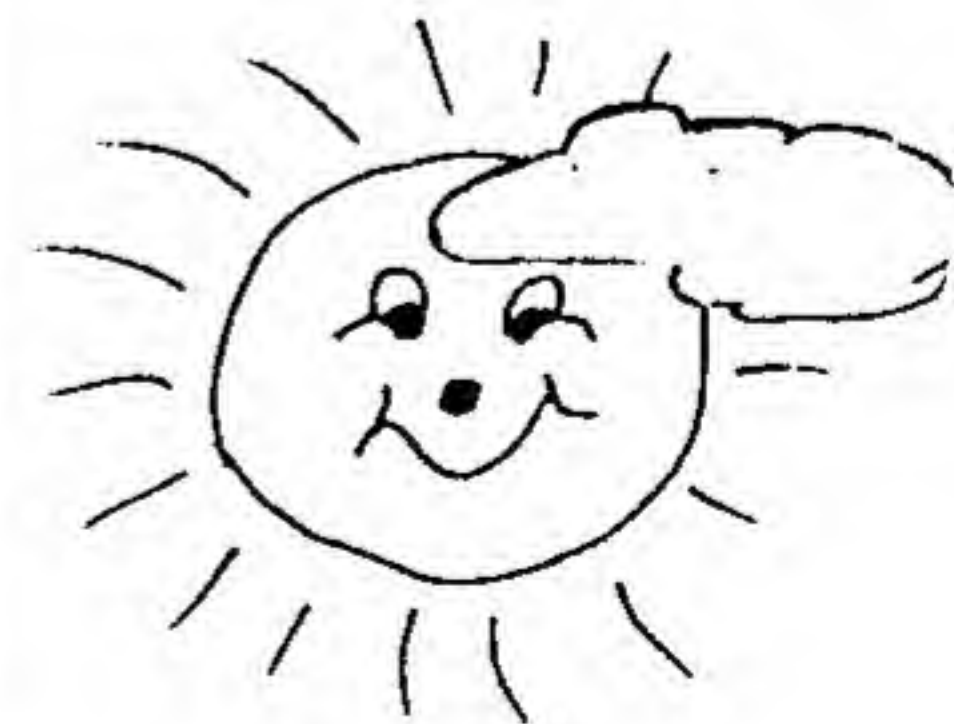
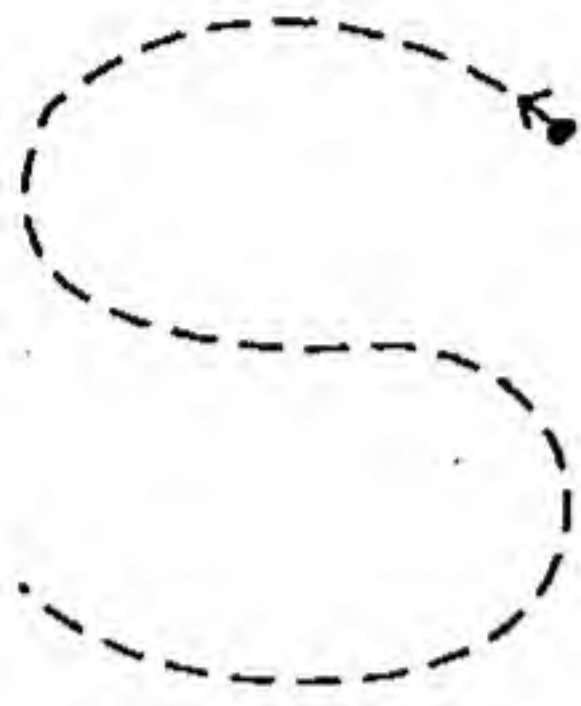
Level: *Nursery*  
Week: *6*

Term: *2*  
Day: *5*

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Write 's' independently





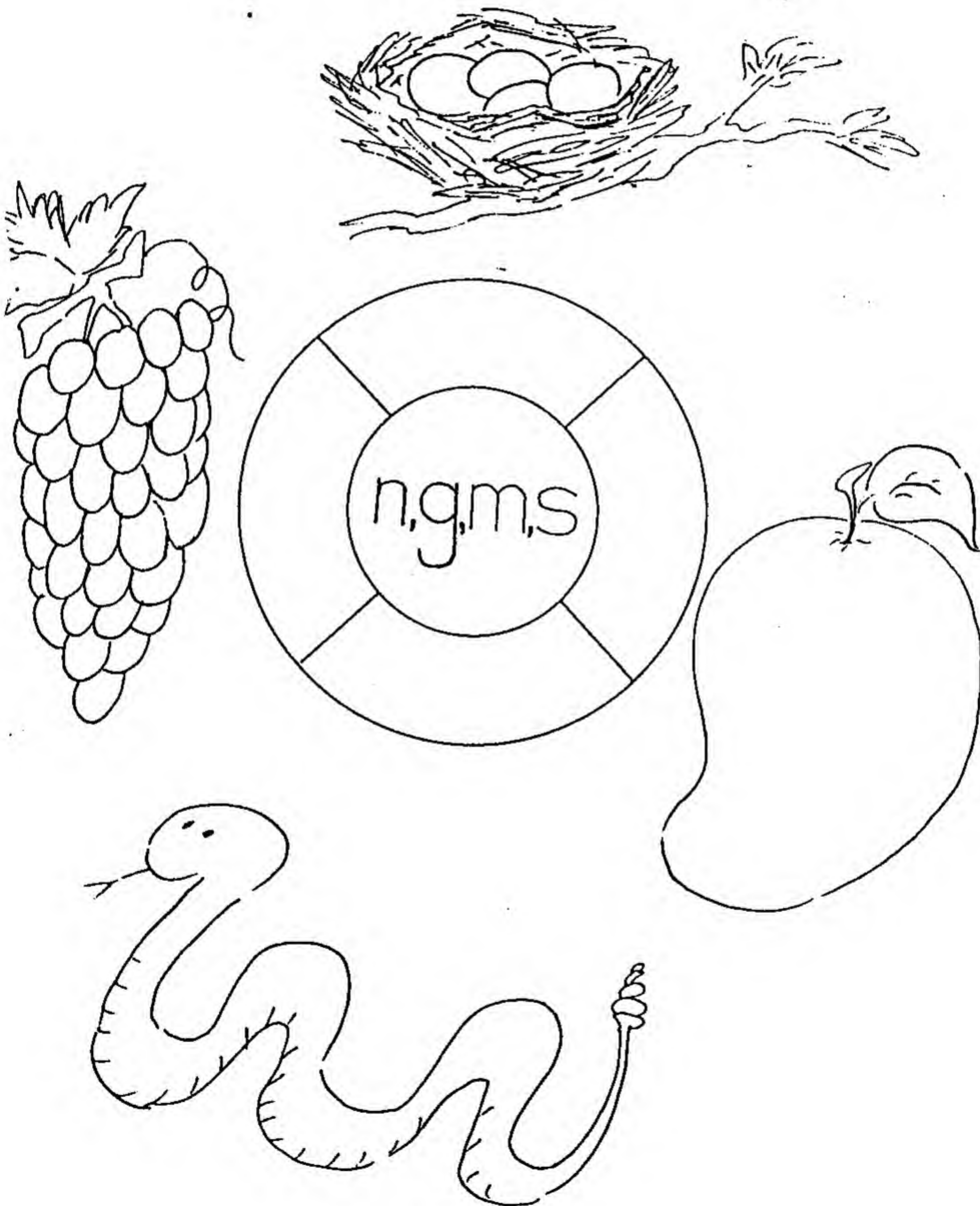
# Worksheet

Level: Nursery  
Week: 6

Term: 2  
Day: 6

Day: \_\_\_\_\_

\_\_\_\_\_ and write correct sound



# Worksheet

Level: Nursery  
Week: 6

Term: 2  
Day: 6

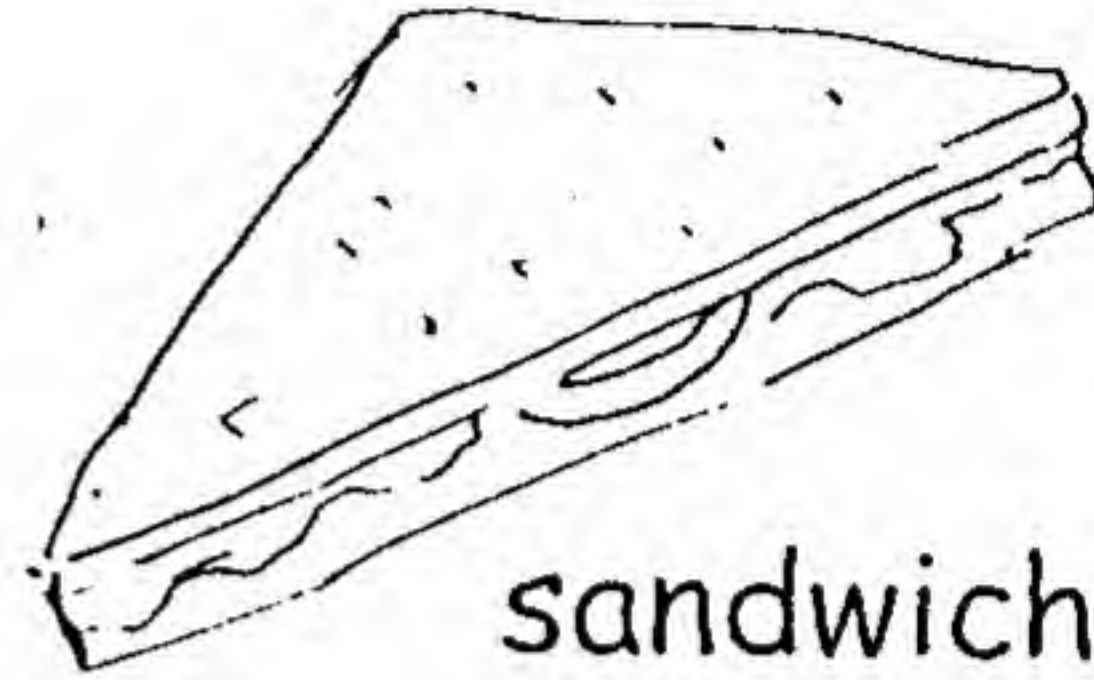
ate: \_\_\_\_\_

Day: \_\_\_\_\_

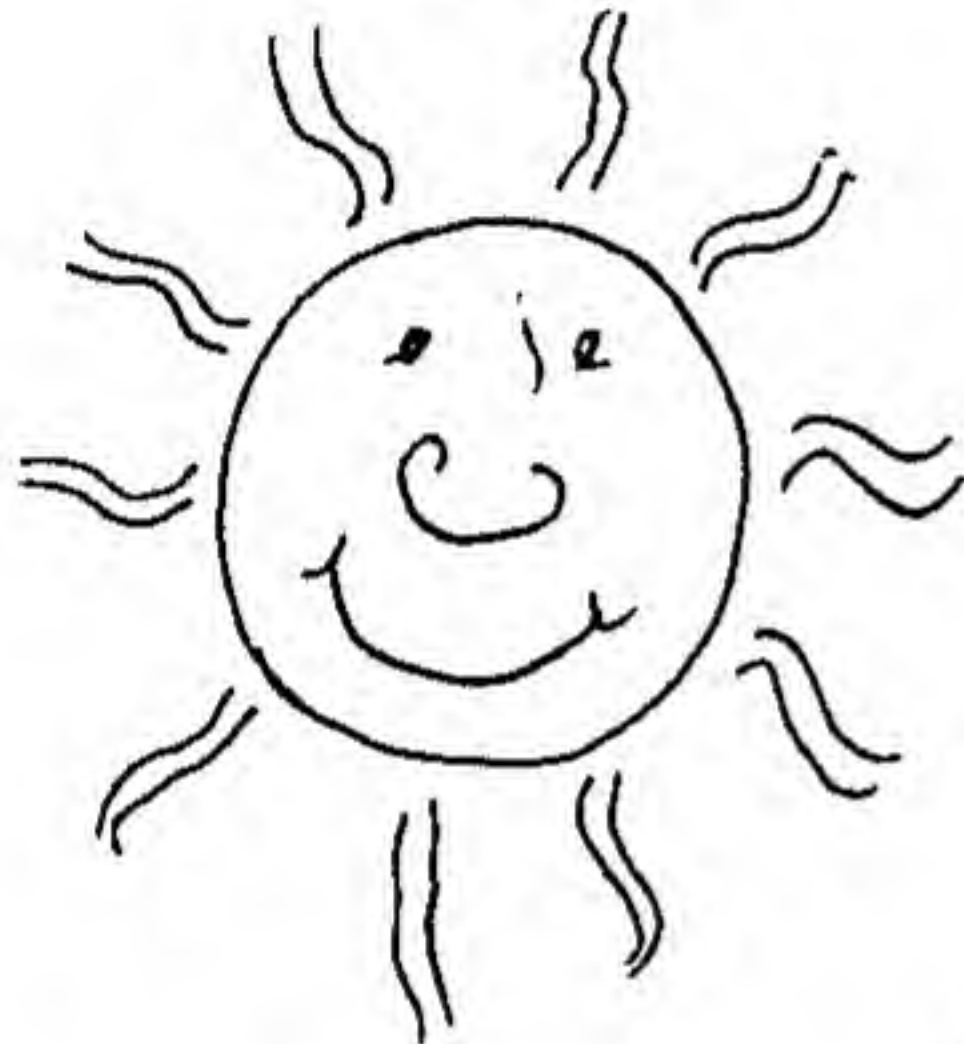
Match the picture of the same sound



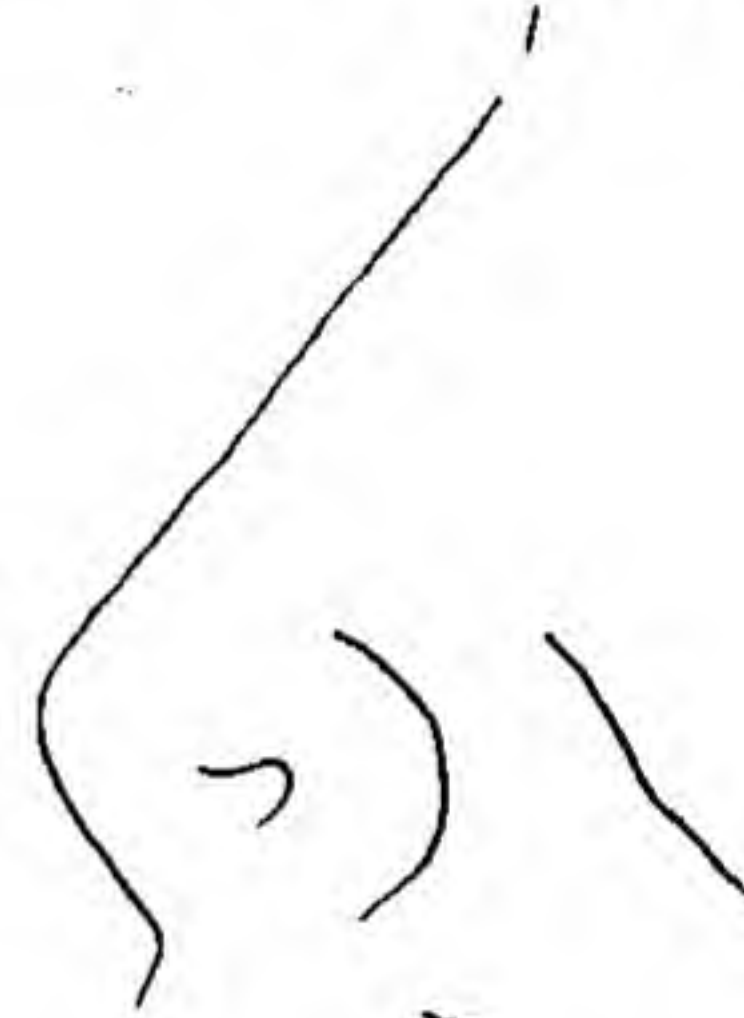
mug



sandwich



sun



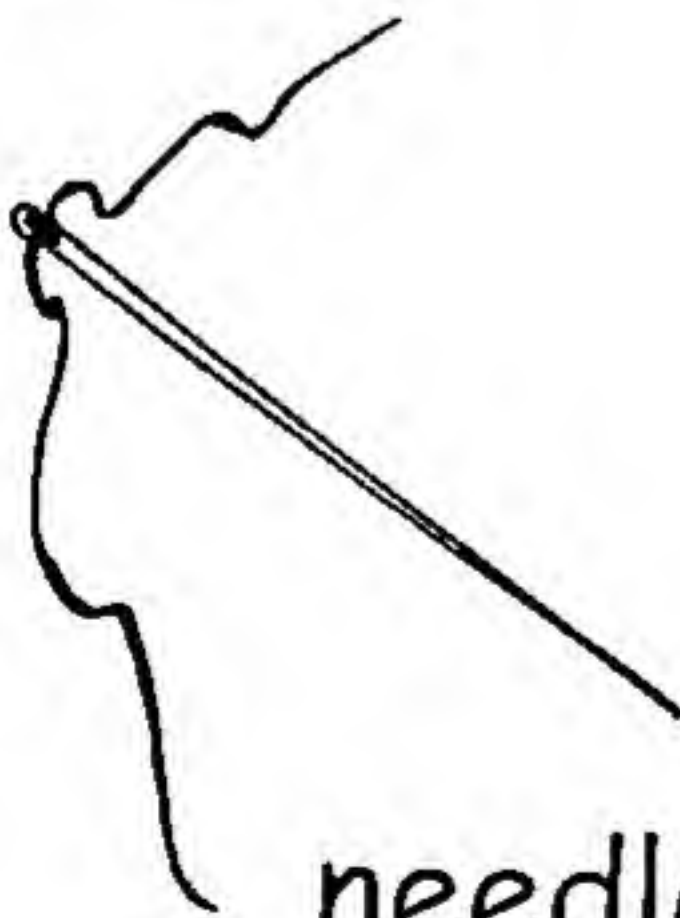
nose



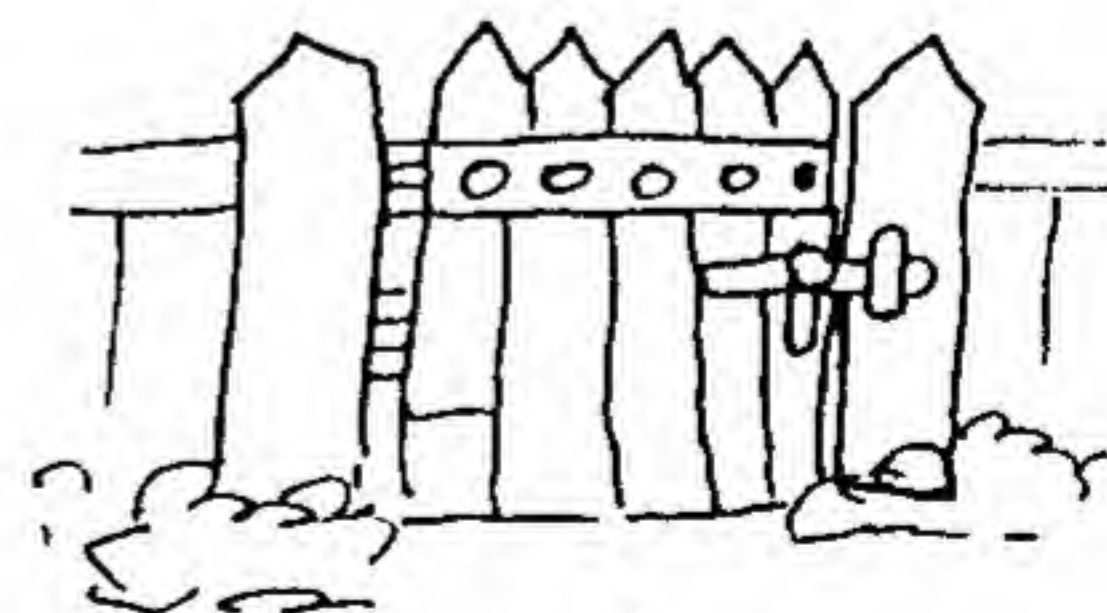
guitar



monkey



needle



gate



# Lesson Plan

## (English)

Level: Nursery

Term: 2

Week: 7

Periods: 8

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"><li>- Reinforcement of all the letters done.</li><li>- Introduction to the letter b and e orally.</li><li>- Concepts, Clean/ dirty.</li><li>- Happy and sad.</li></ul>	Text I like Jane.	Tracing of b and e in between the double line. Tracing of b and e on the dots. Independent writing	Match and join.

# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 7

Day: 1

**Objective:** The Children will be able to:

- Recognize letter **b** and **e**
- Memorize the sounds learnt earlier.
- Learn the sounds and add new words to their vocabulary.
- Associate sounds to its related objects.

**Function.** Reinforcement and introduction

**Activity:** Making elephant head gears.

**Material:** Sand paper letters, Sand tray, Flash card, Book with pictures, sound game, work sheet.

---

**Procedure:**

Reinforcement of all the letters done so far by writing on the board.  
Tracing of sound page letters to get the sensorial impression.  
Discussing pictures that start with the mentioned sounds. Writing in sand tracing of letters in sand.

**Group work:**

One group can do the work sheet. One group can do the material work.



# Worksheet

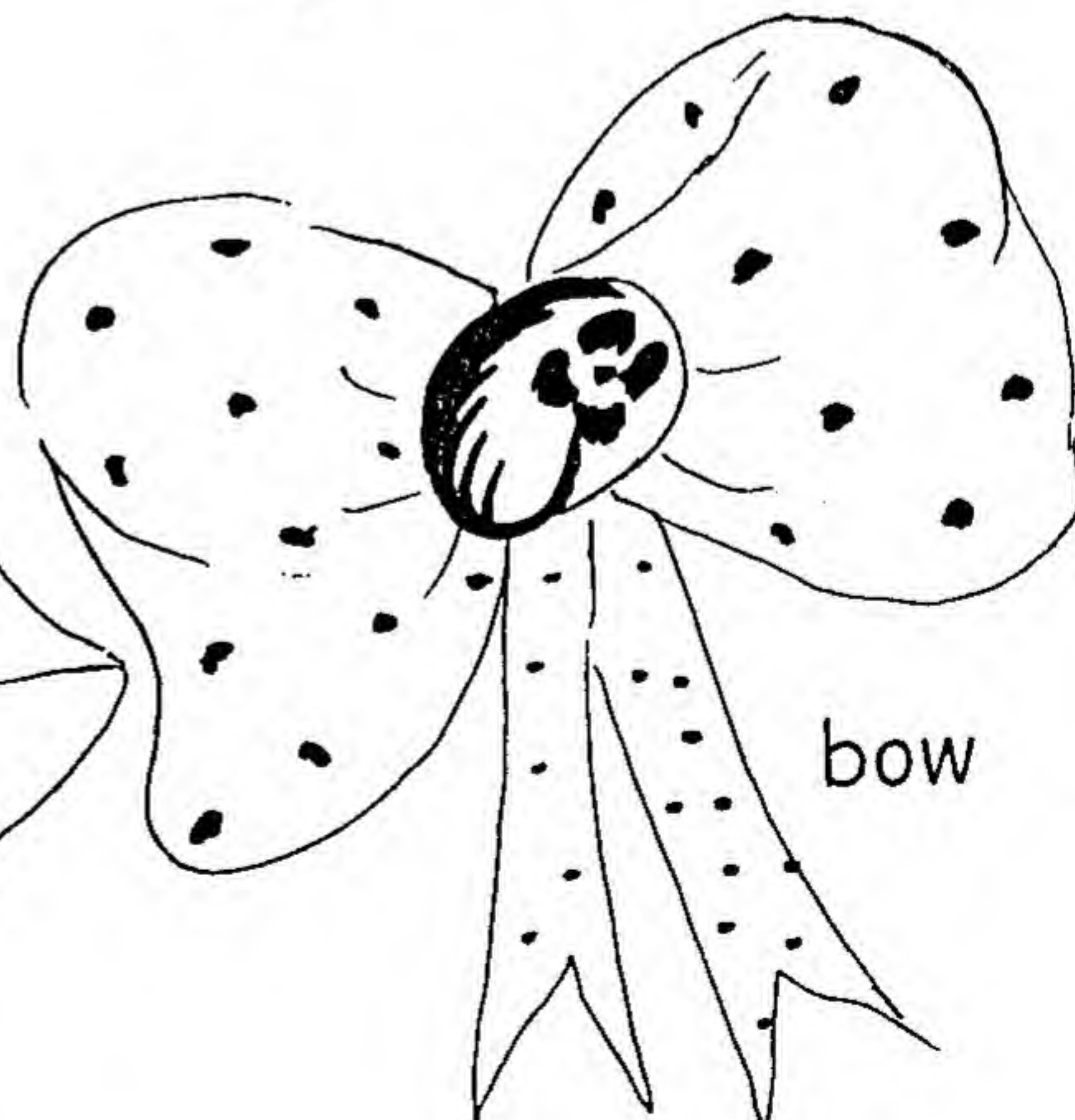
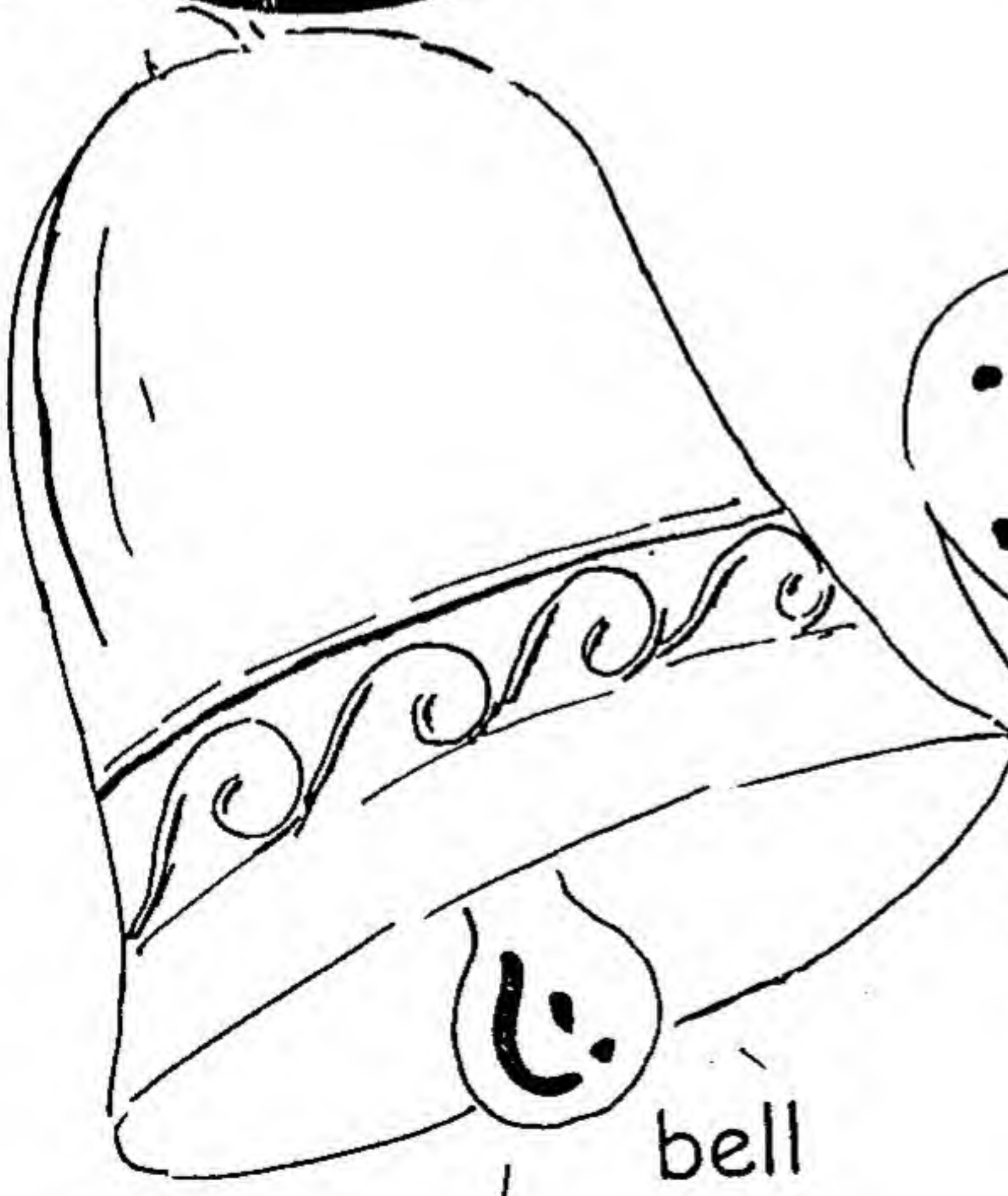
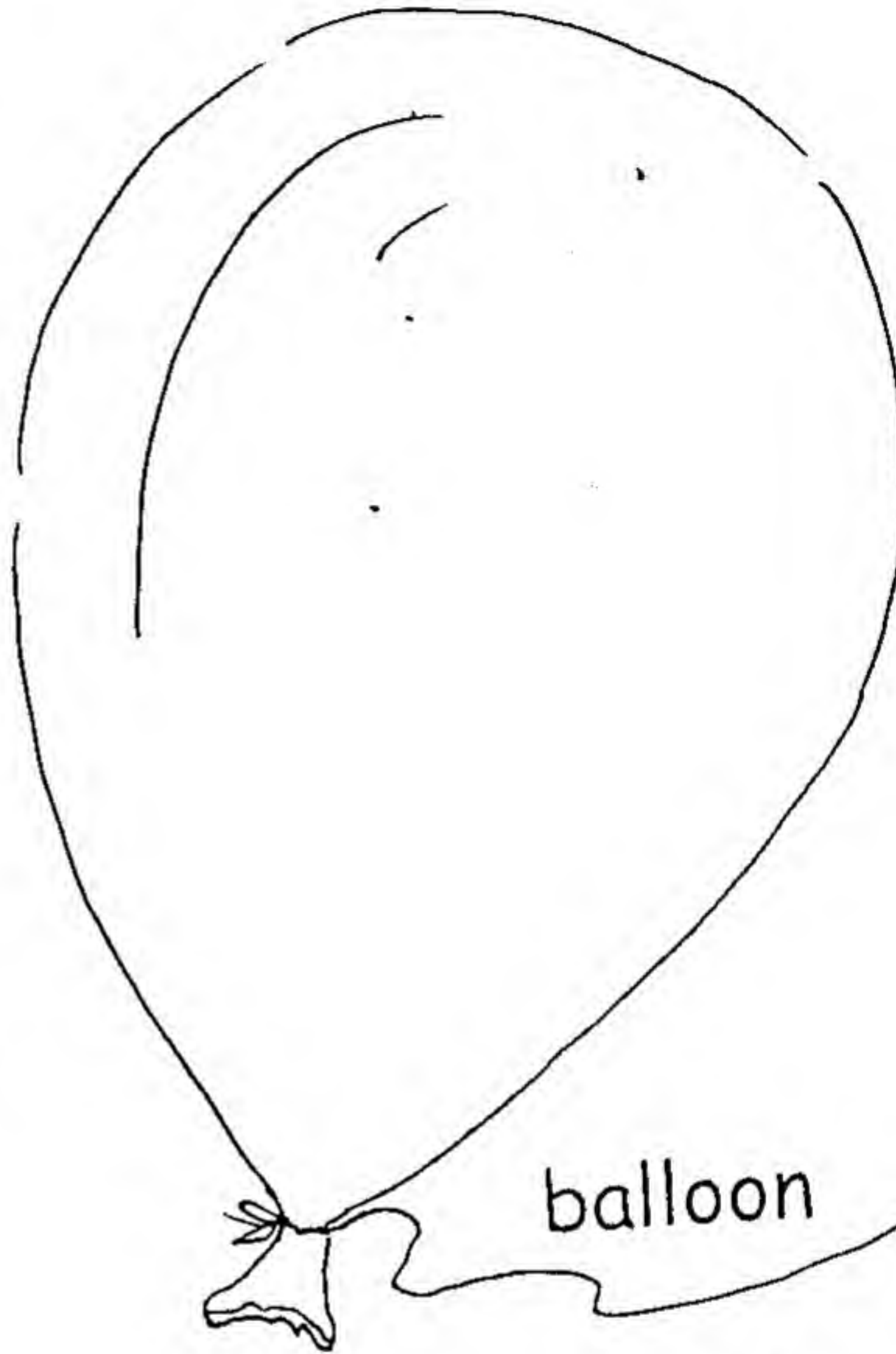
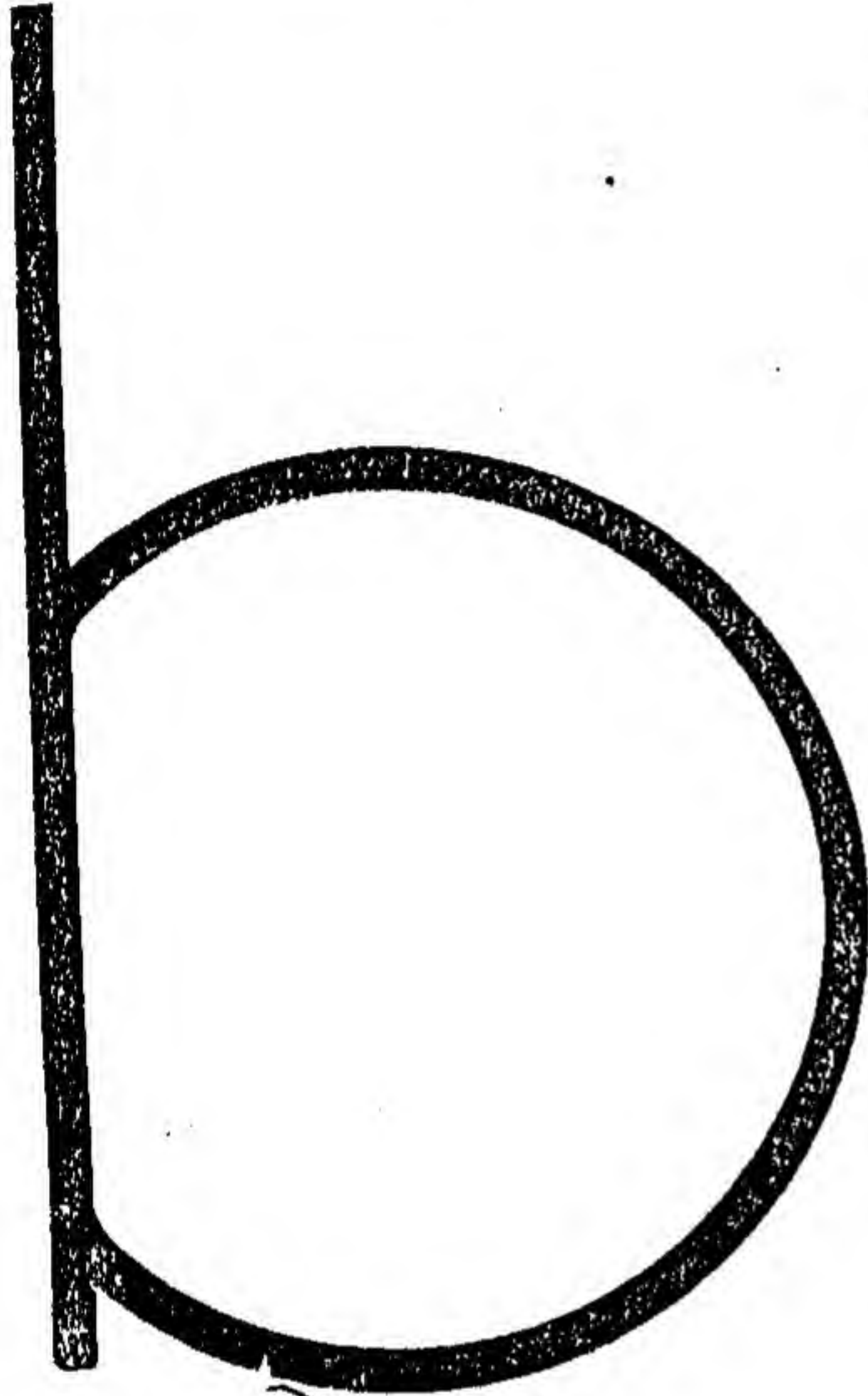
Level: Nursery  
Week: 7

Term: 2  
Day: 1

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Introduction to letter 'b'



# Worksheet

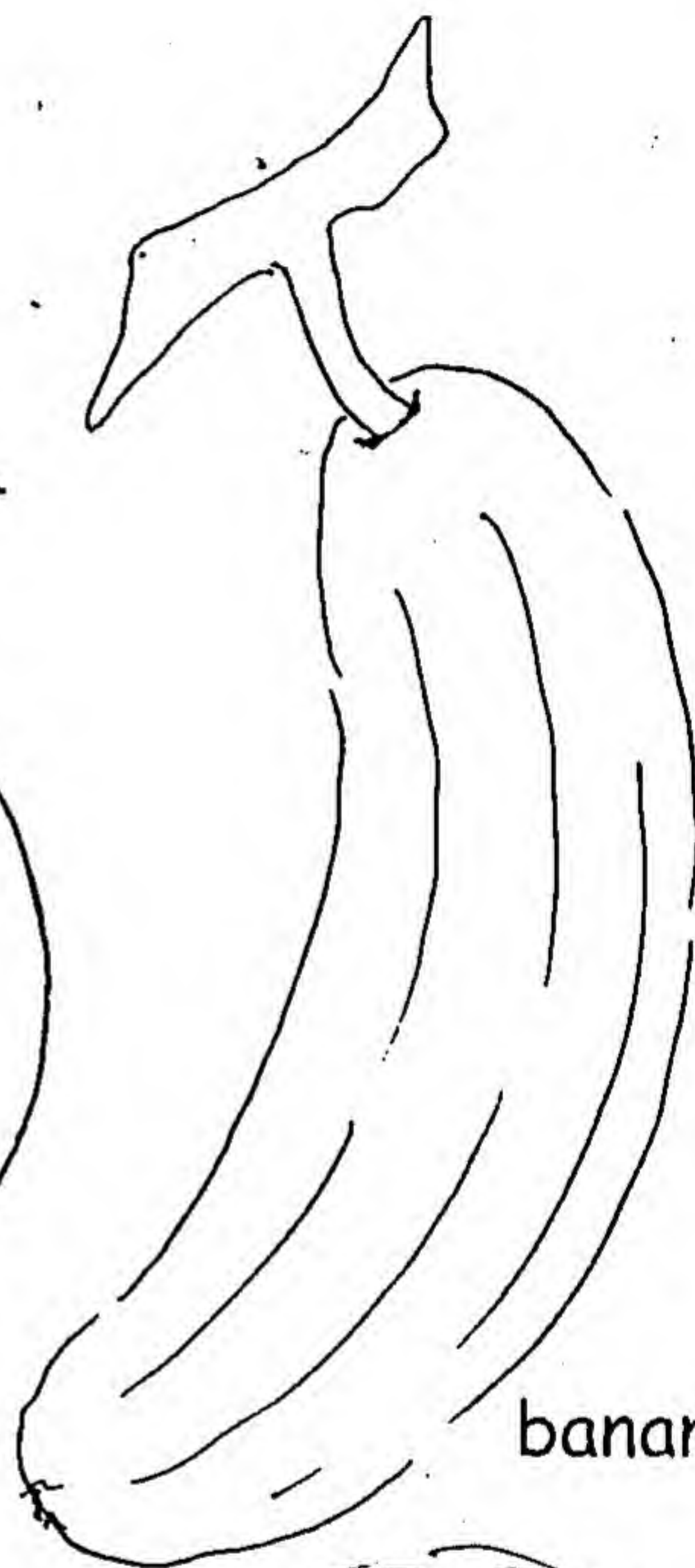
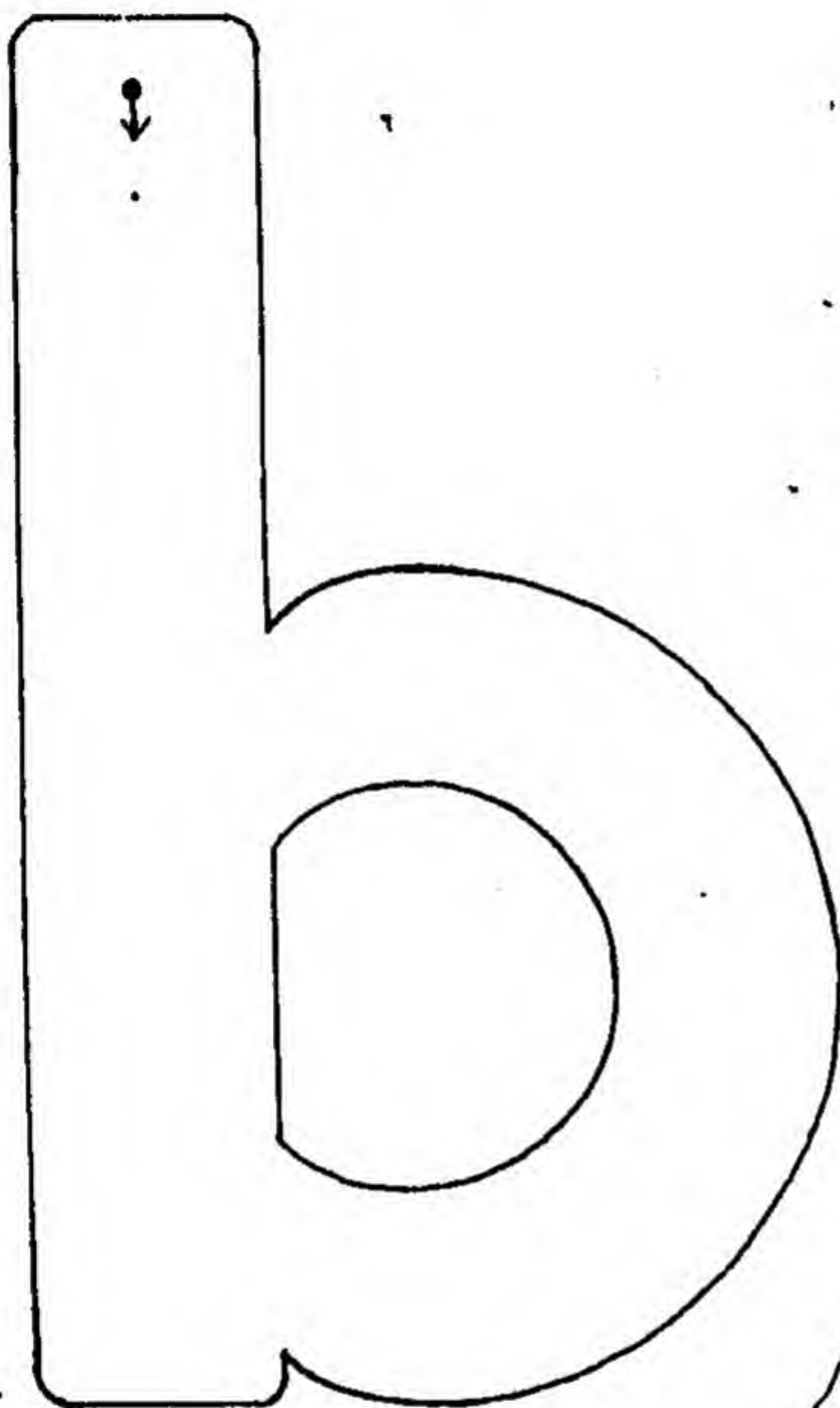
Level: Nursery  
Week: 7

Term: 2  
Day: 1

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Trace and colour



banana



bear



boy



# Worksheet

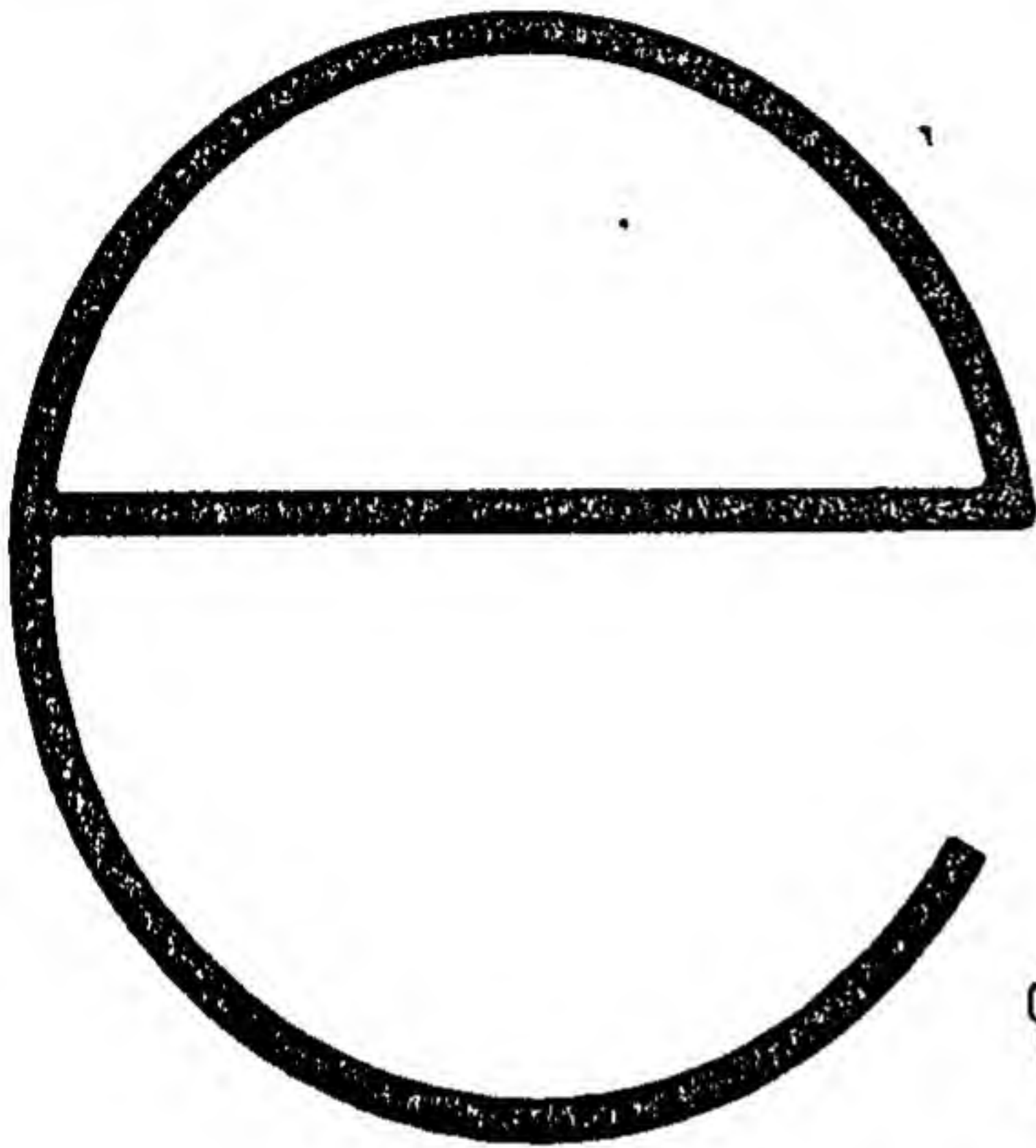
Level: *Nursery*  
Week: 7

Term: 2  
Day: 1

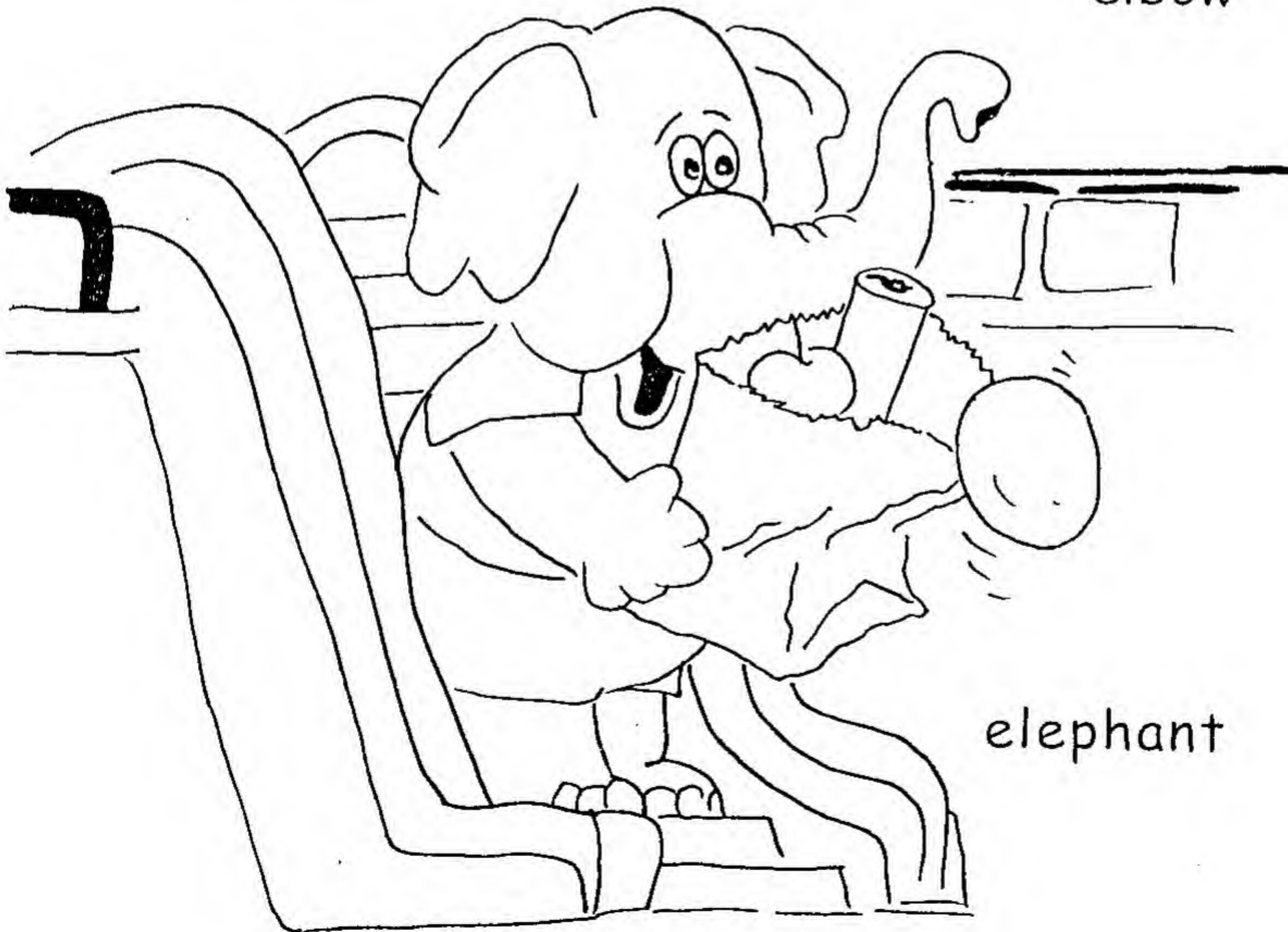
Date: \_\_\_\_\_

Day: \_\_\_\_\_

Introduction to letter 'e'



elbow



elephant

# Worksheet

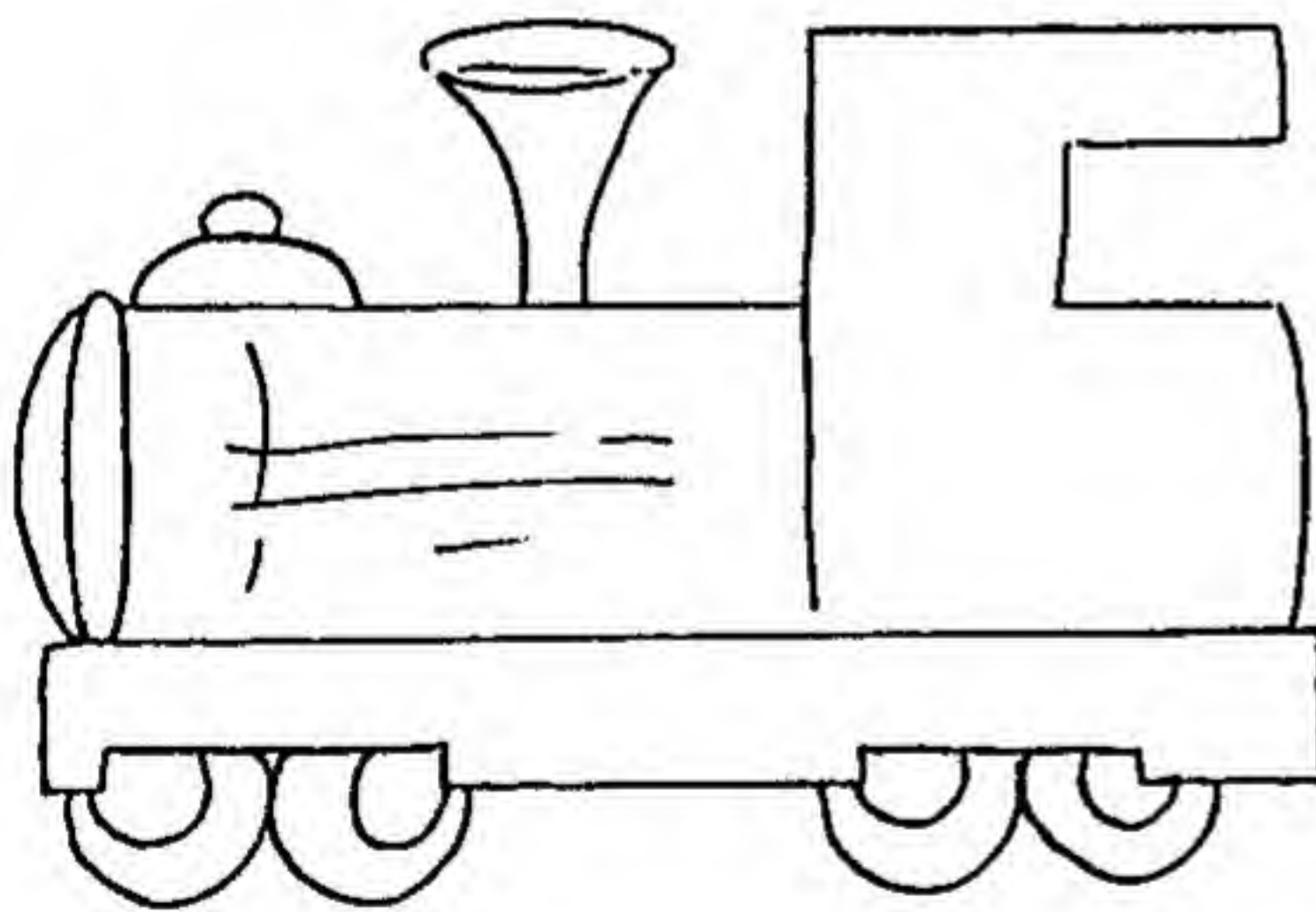
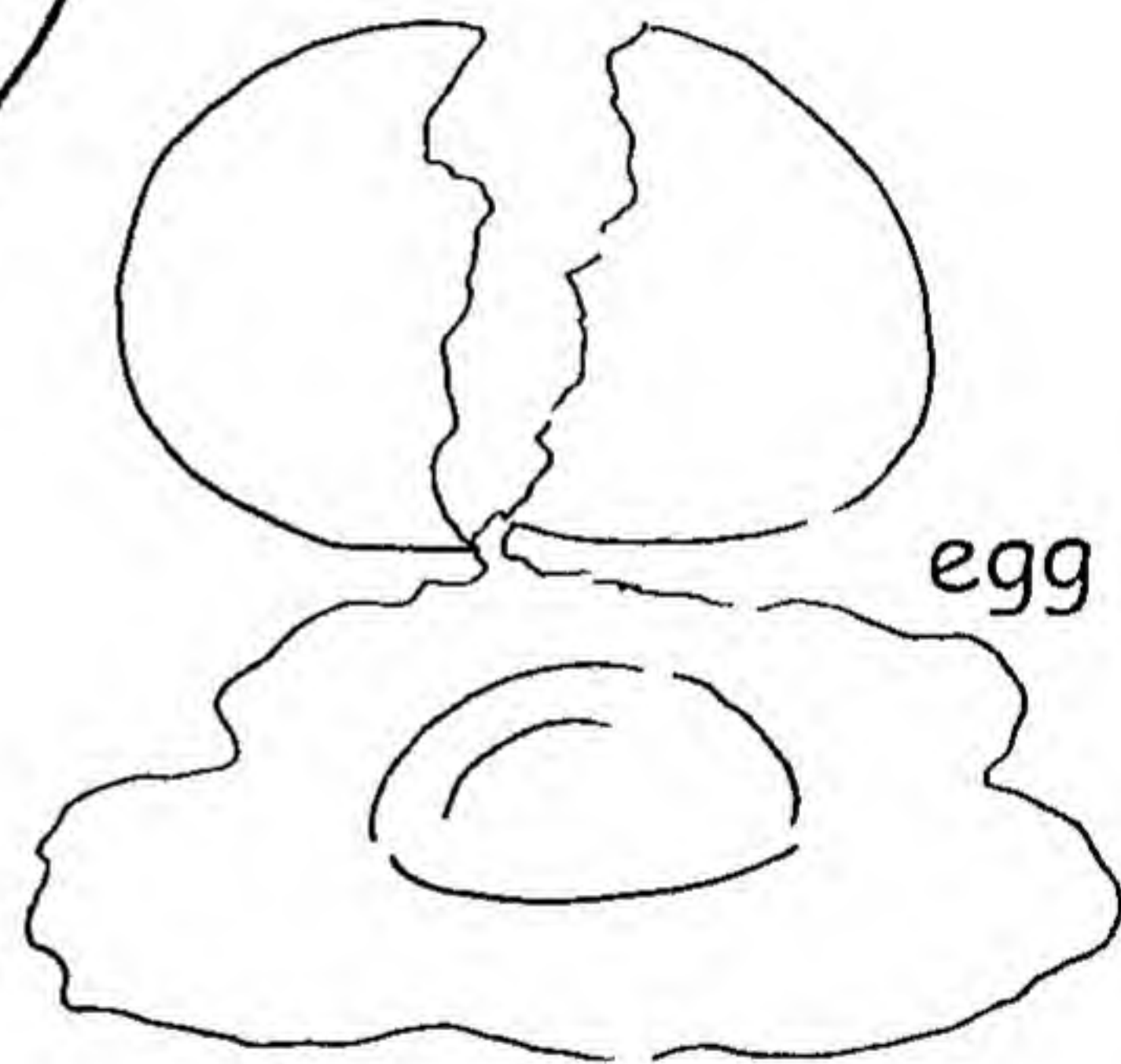
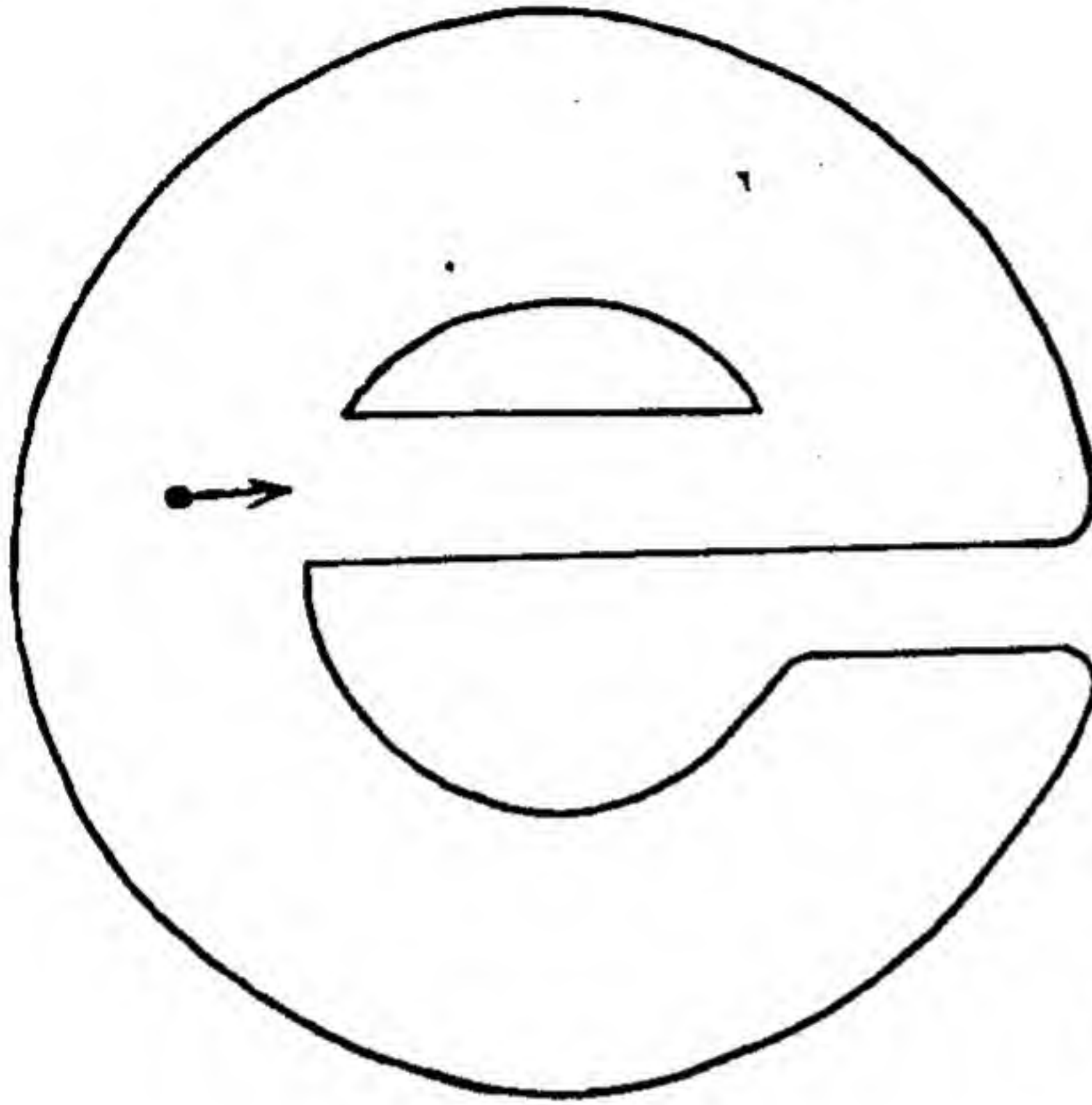
Level: Nursery  
Week: 7

Term: 2  
Day: 1

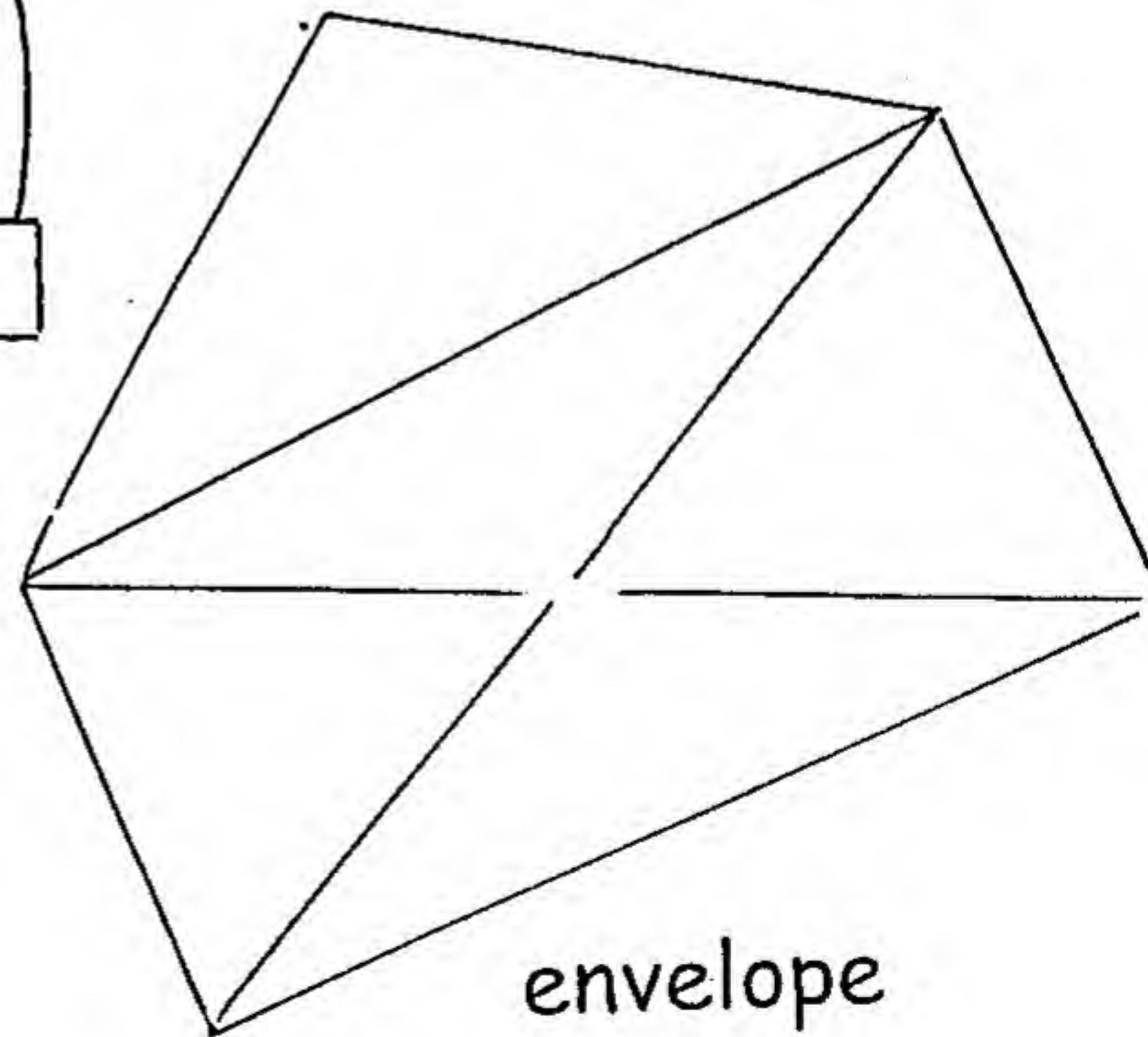
Date: \_\_\_\_\_

Day: \_\_\_\_\_

Trace and colour



engine



envelope



# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 7

Day: 2

- 1. Objective:** The Children will be able to:
- Learn to take care of environment.
  - Inculcate healthy habits.
  - Self-awareness.
  - Learn gestures and feelings.
  - Develop language.

**2. Function.** Concepts happy sad clean & dirty

**3. Activity:** Colouring in the given concepts.

**4. Material:** Pictures, Story books, work sheets.

---

**5. Procedure:** Group discussion role play can be done. Morning presentation sharing feeling in the assembly and clean & dirty habits.

Follow up:  
Colour in the concepts.

# Worksheet

Level: *Nursery*  
Week: *7*

Term: *2*  
Day: *2*

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Colour the clean uniform



clean



dirty



# Worksheet

Level: *Nursery*  
Week: 7

Term: 2  
Day: 2

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Concept: dirty & clean



# Worksheet

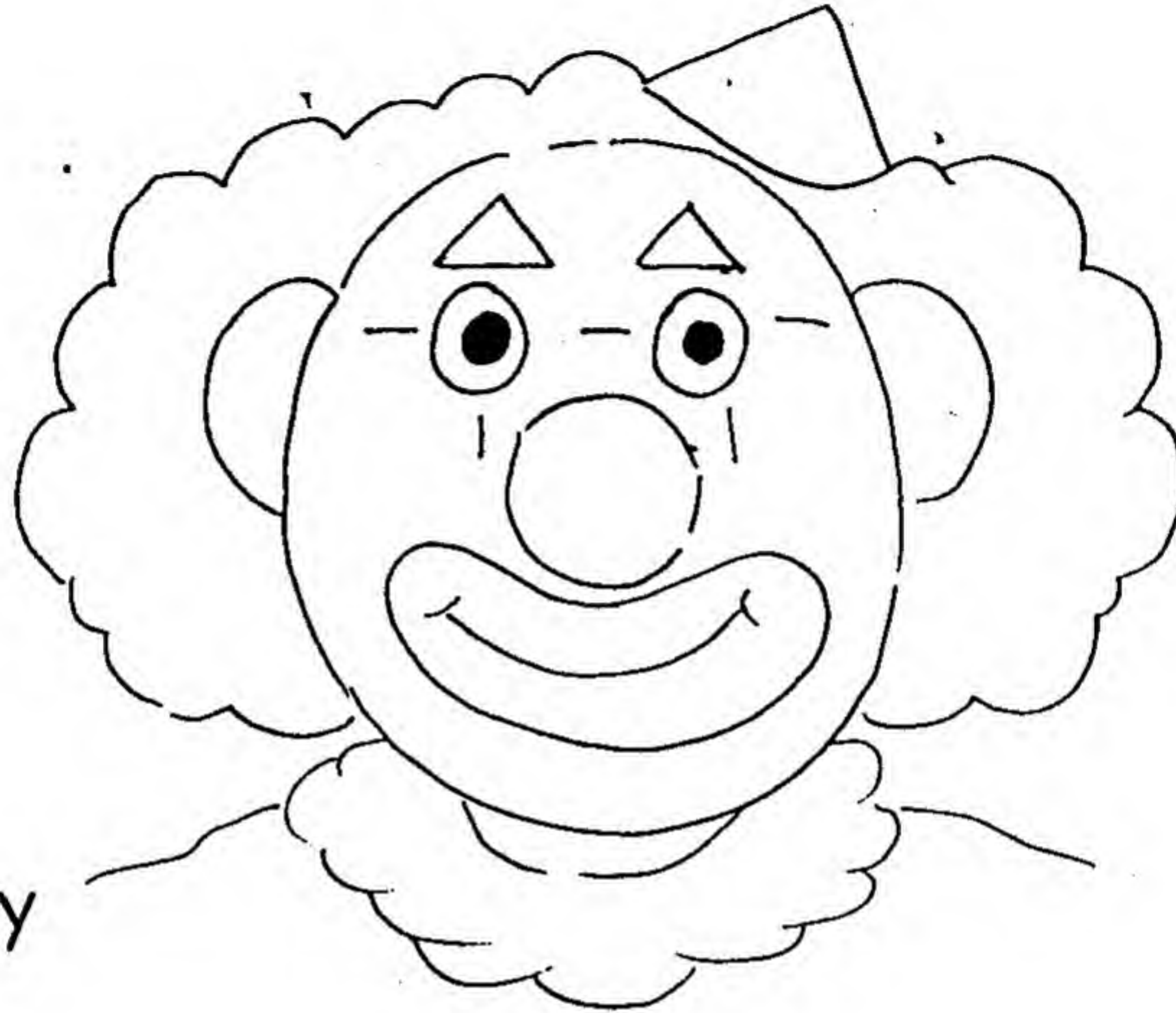
Level: *Nursery*  
Week: *7*

Term: *2*  
Day: *2*

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Concept: happy & sad



happy



sad



# Worksheet

Level: Nursery  
Week: 7

Term: 2  
Day: 2

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Reinforcement of happy and sad  
Circle the sad face



# Lesson Plan

## Reading

Level: Nursery

Term: 2

Week: 7

Day: 3

1. **Objective:** The Children will be able to:
    - Develop language.
    - Learn new words.
    - Develop the reading skills.
  2. **Skill.** Reading aloud
  3. **Topic:** I like Jane
  4. **Material:** Text Page.
- 

**5. Procedure:**

Ask the following.

- What is Jane doing in the picture?
- Have you ever done shopping?
- What is in her hand?
- Is she happy or sad?

Reading aloud:

Distribute the text page and read it aloud. Ask the children to follow.

Individual Reading:

The children can read the text individually.



I like Jane.

---

words





# Lesson Plan

## Writing

Level: Nursery

Term: 2

Week: 7

Day: 4

- 1. Objective:** The Children will be able to:
    - Tracing of letter b and e in between the double lines.
    - Tracing the letters with the correct formation.
  - 2. Function.** Tracing of letter b and e in between the double lines
  - 3. Activity:** Colouring in the associated pictures.
  - 4. Material:** Work sheet, Sand paper, sand tray.
- 

**5. Procedure:**

Given the work sheets to the children and ask them to trace the letter with proper formation in between the double lines.

**Group Work:**

Children can work in groups one group can do the colouring and the other can do the tracing.

**Follow up:**

Assessment work sheets



# Worksheet

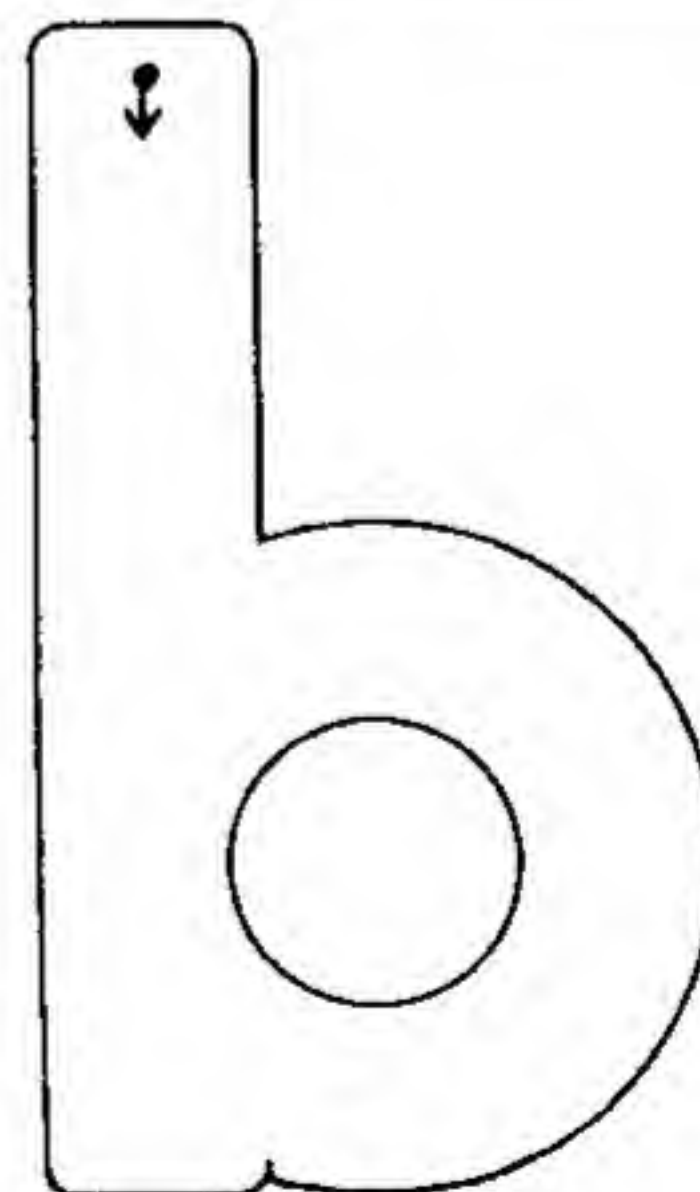
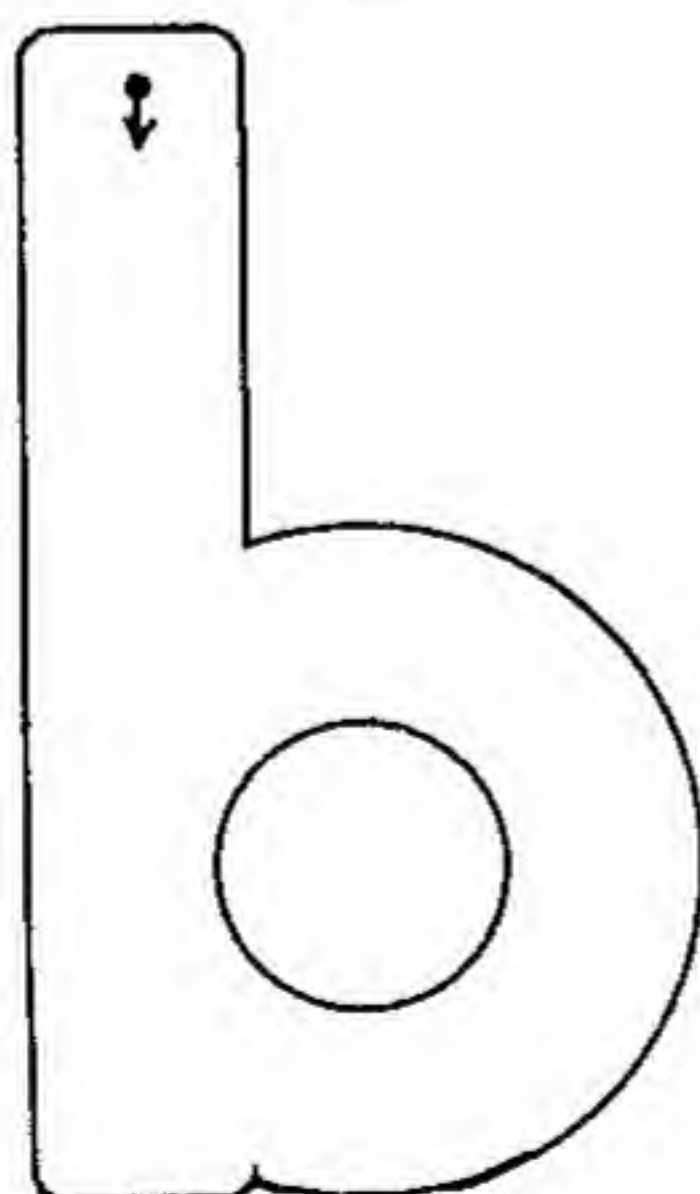
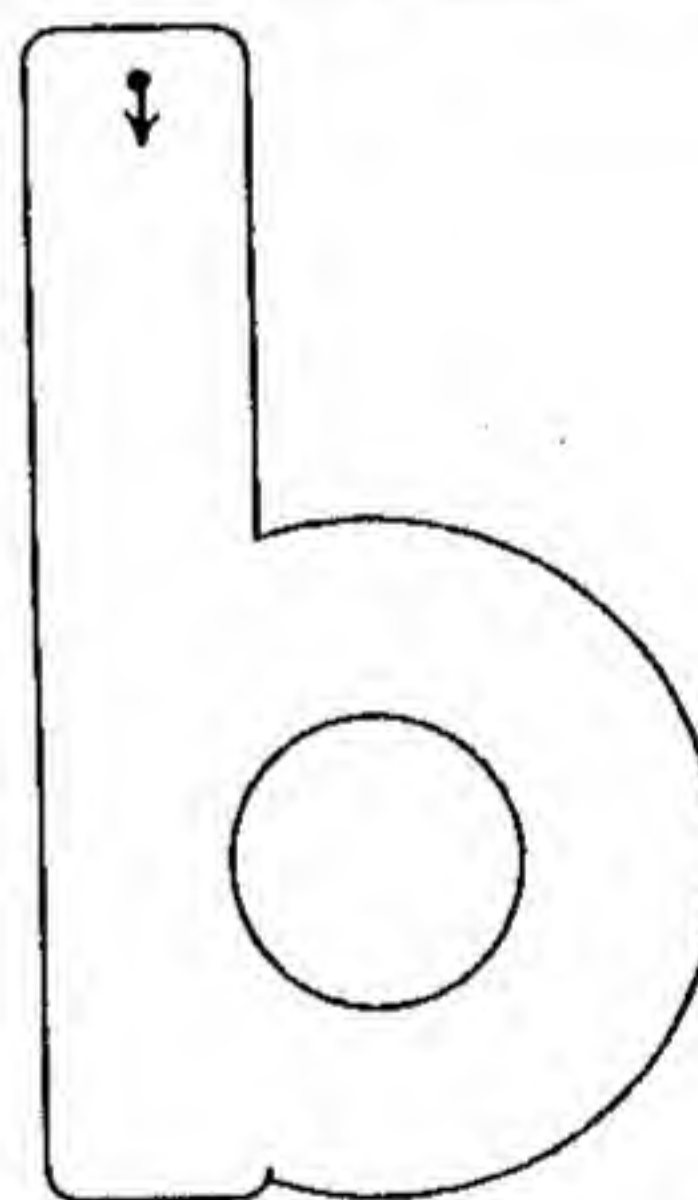
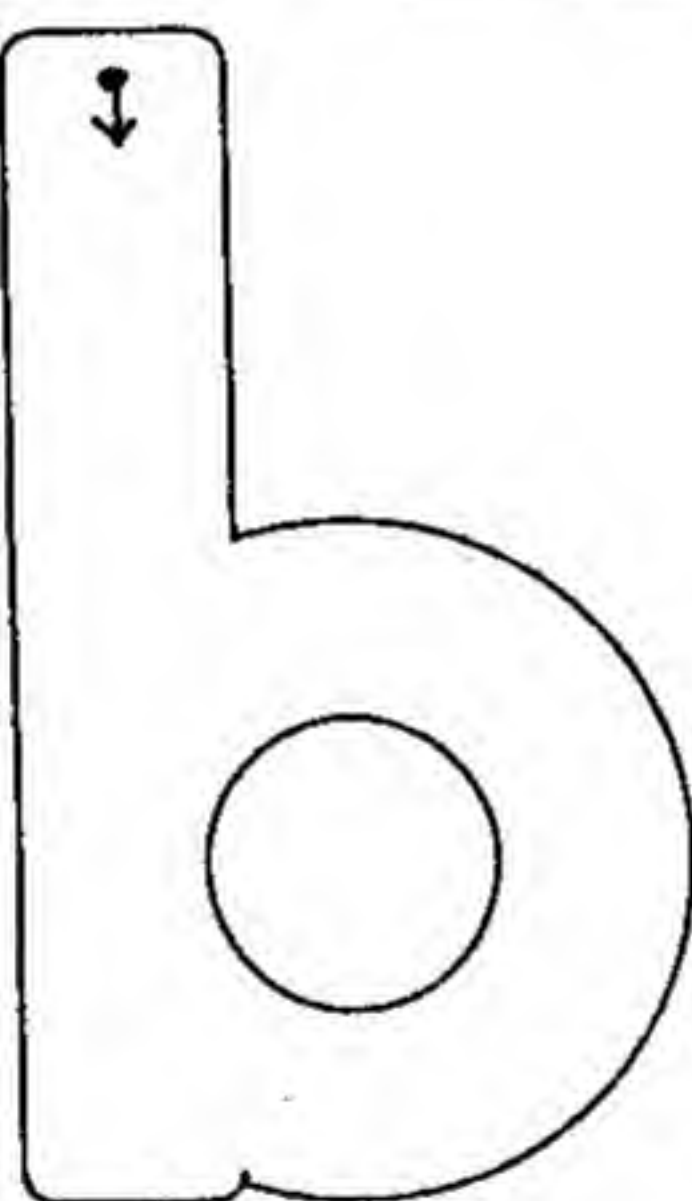
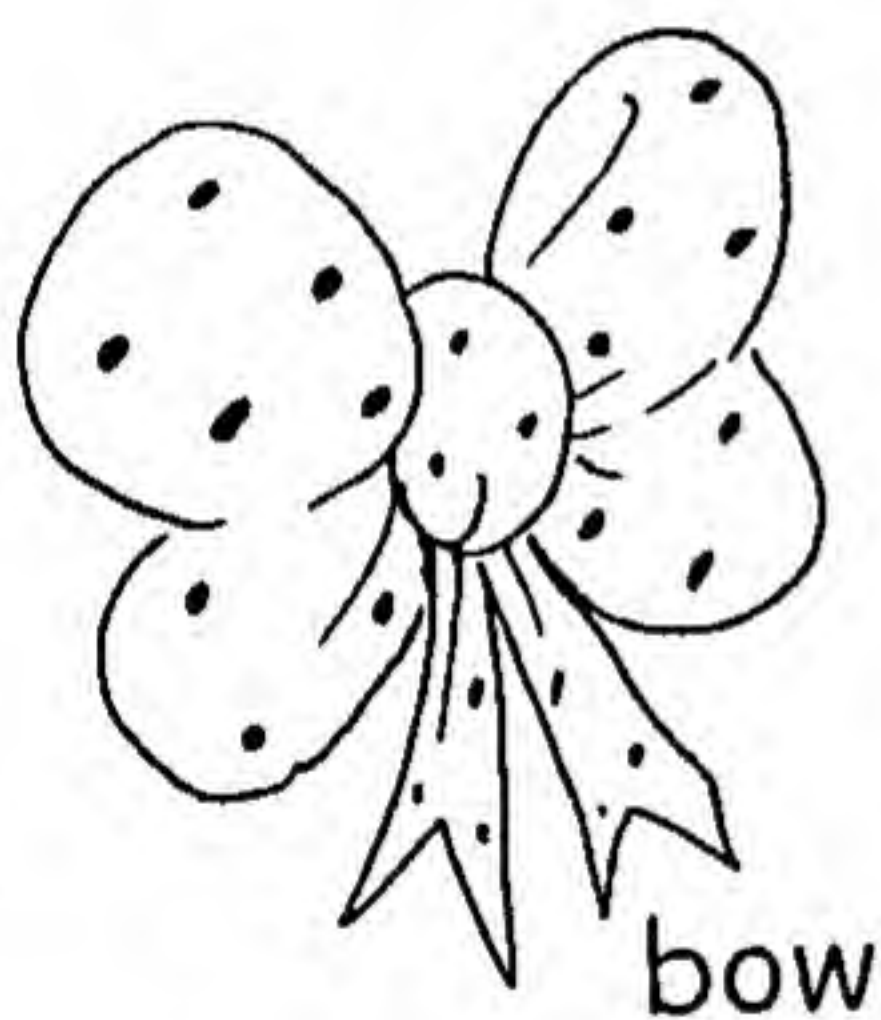
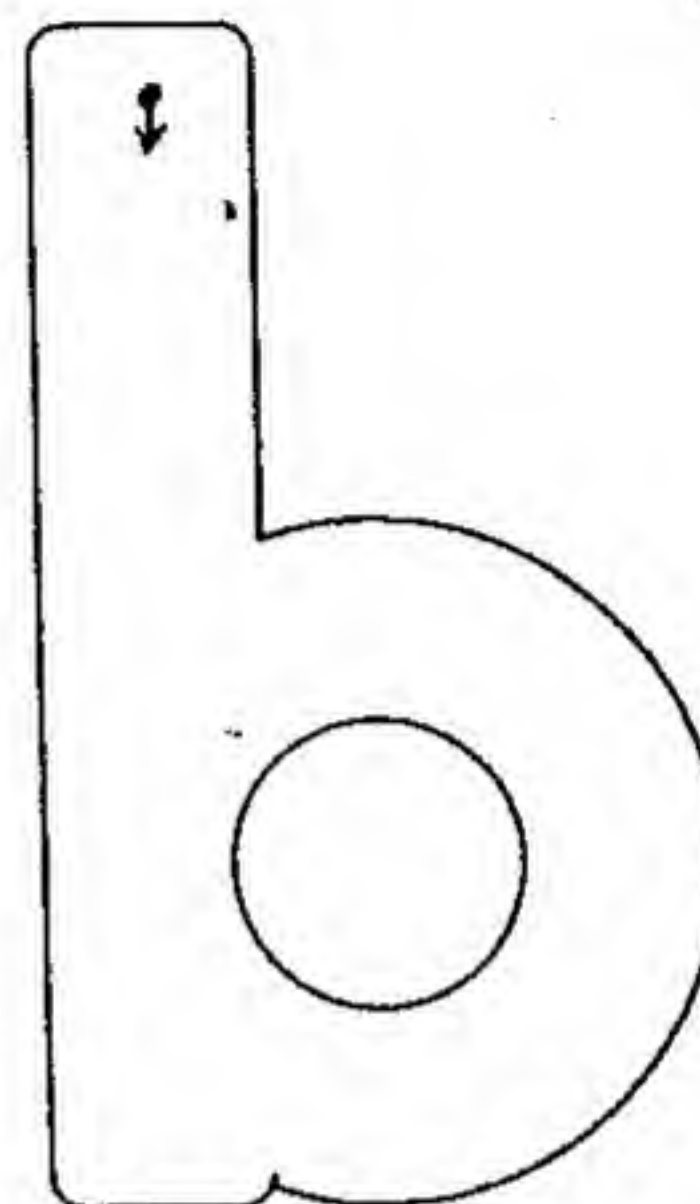
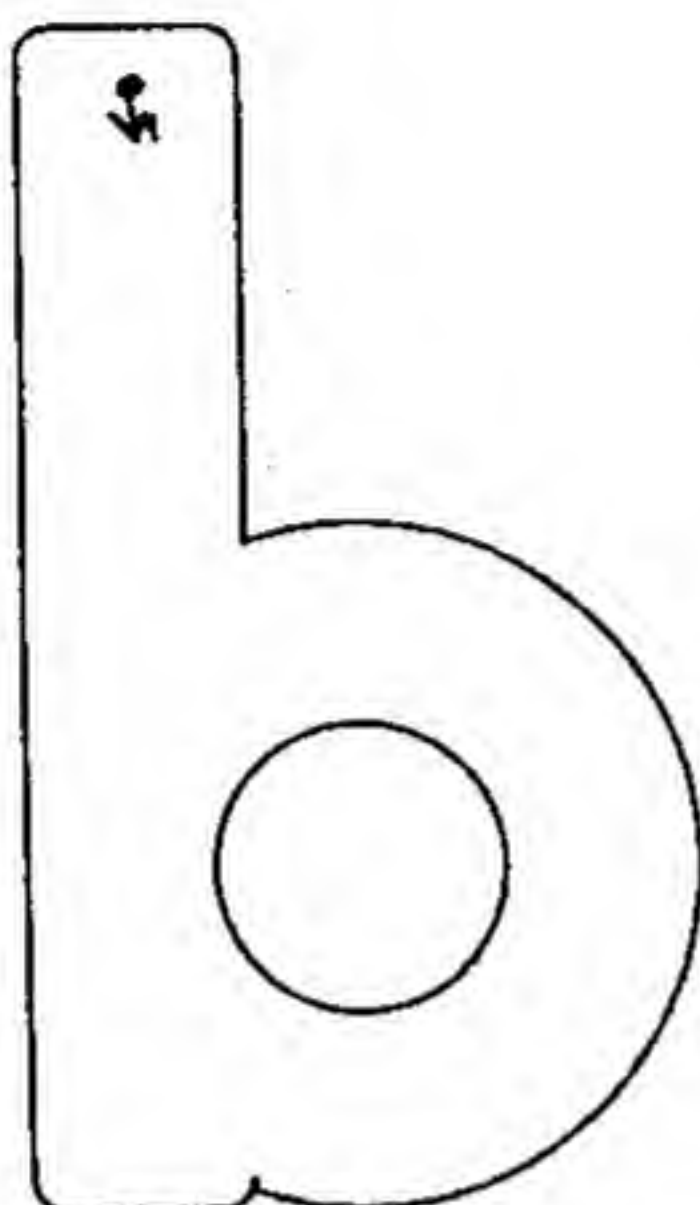
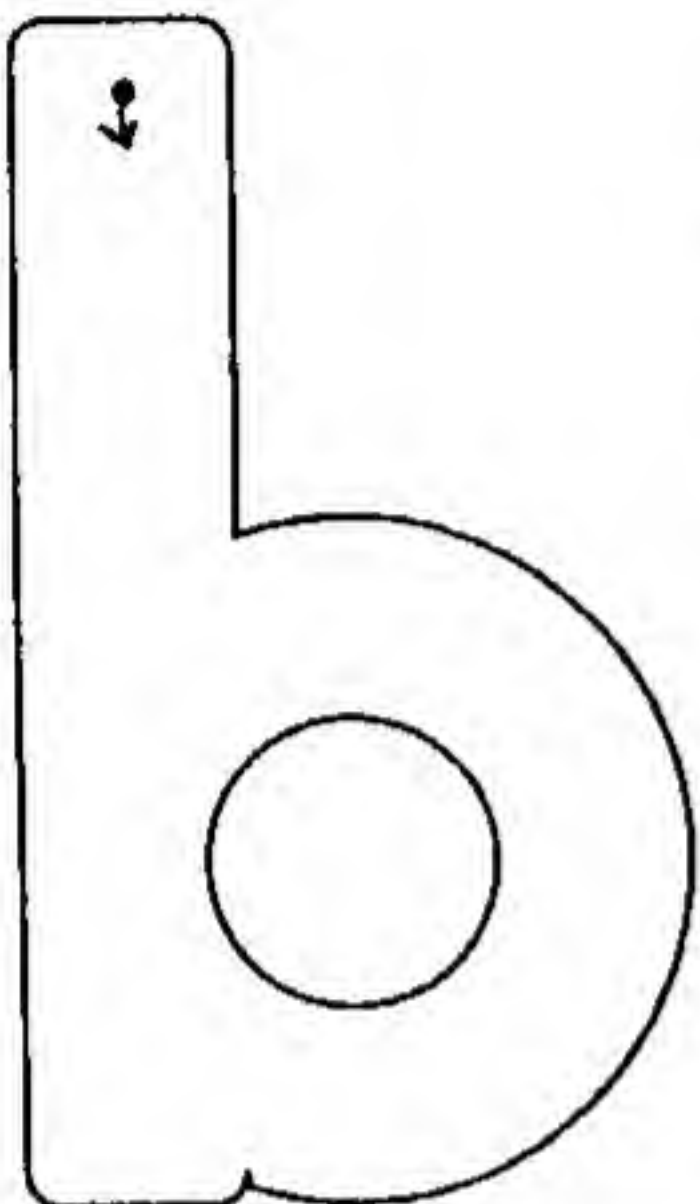
Level: *Nursery*  
Week: *7*

Term: *2*  
Day: *4*

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Write and colour



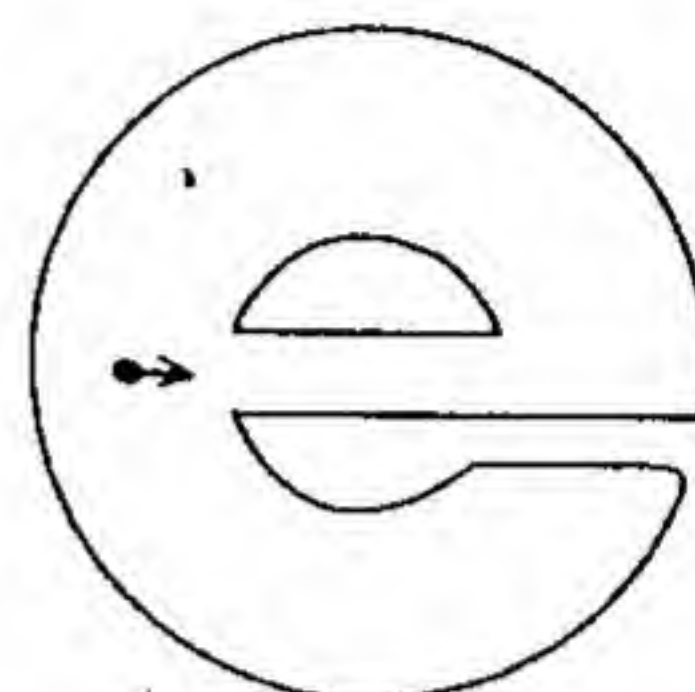
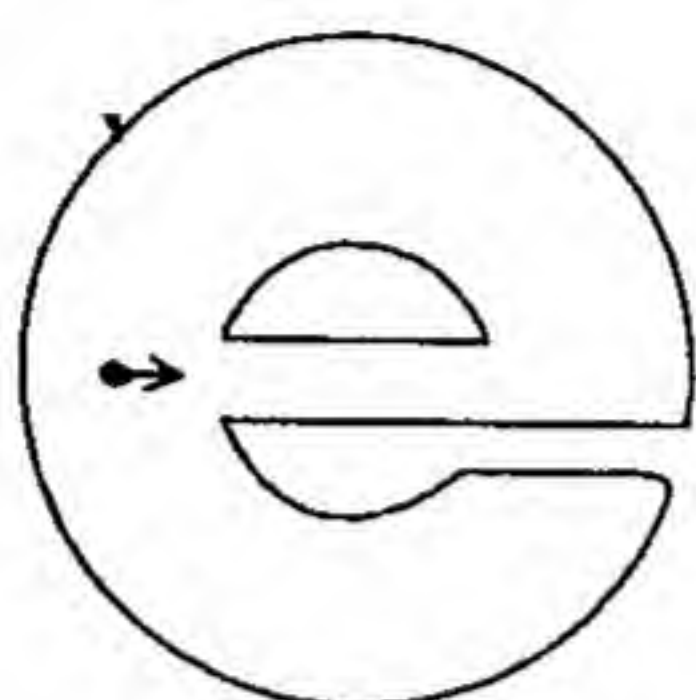
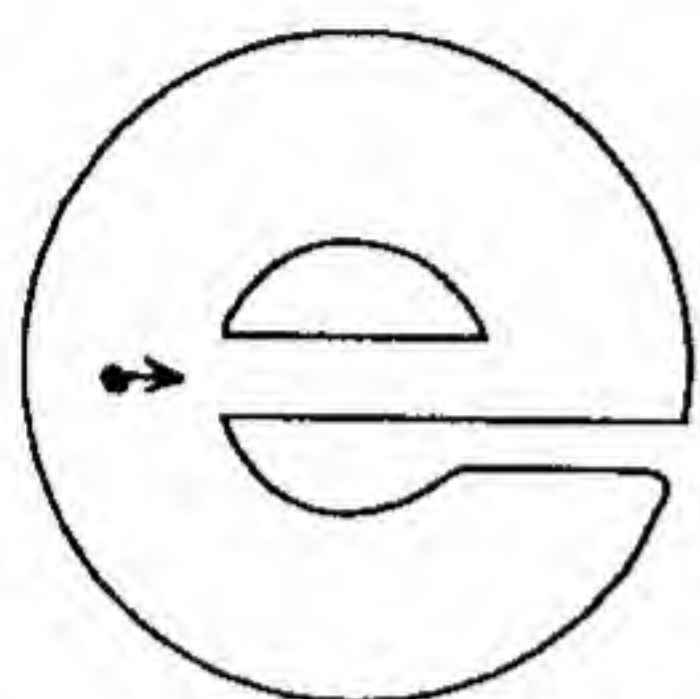
# Worksheet

Level: Nursery  
Week: 7

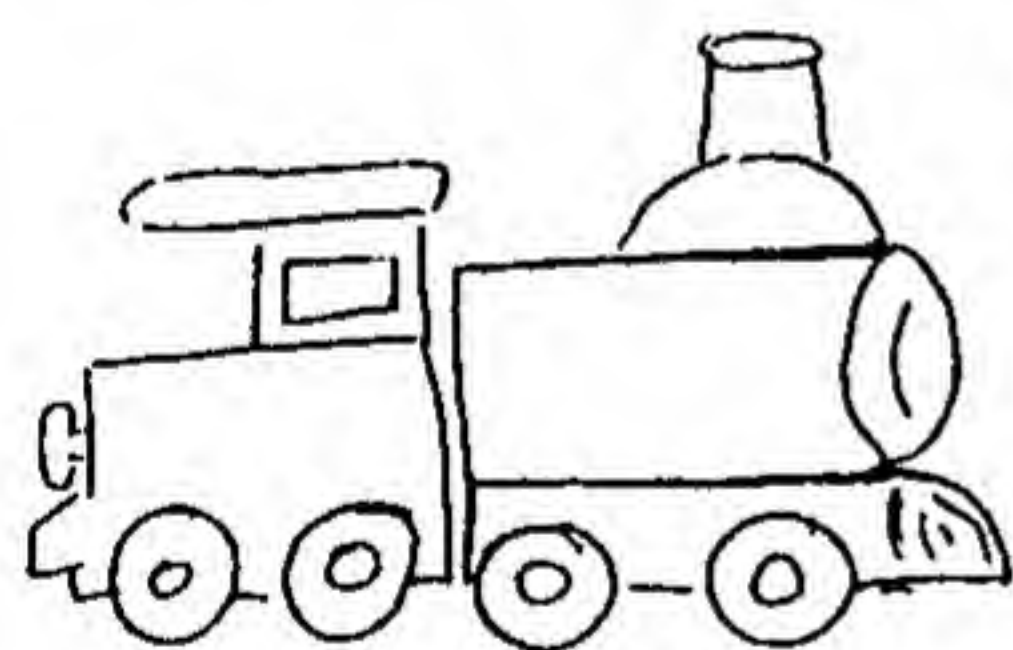
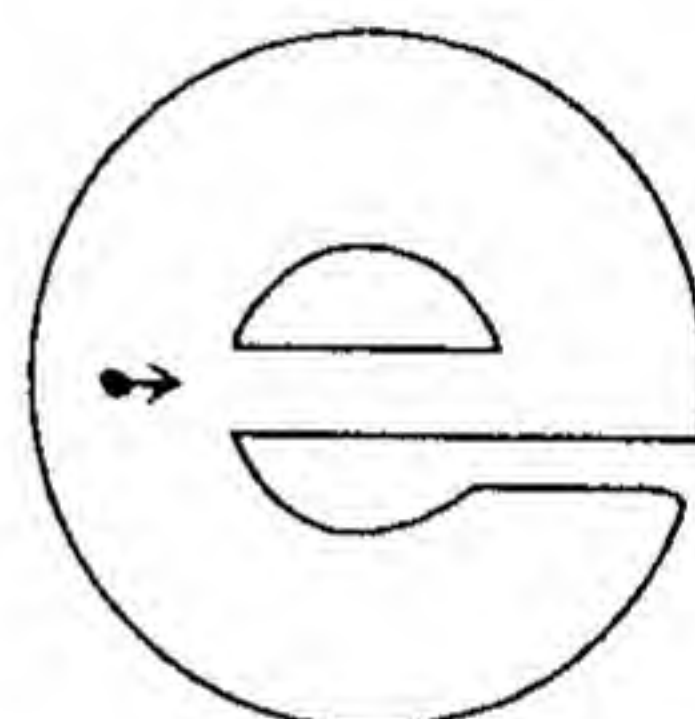
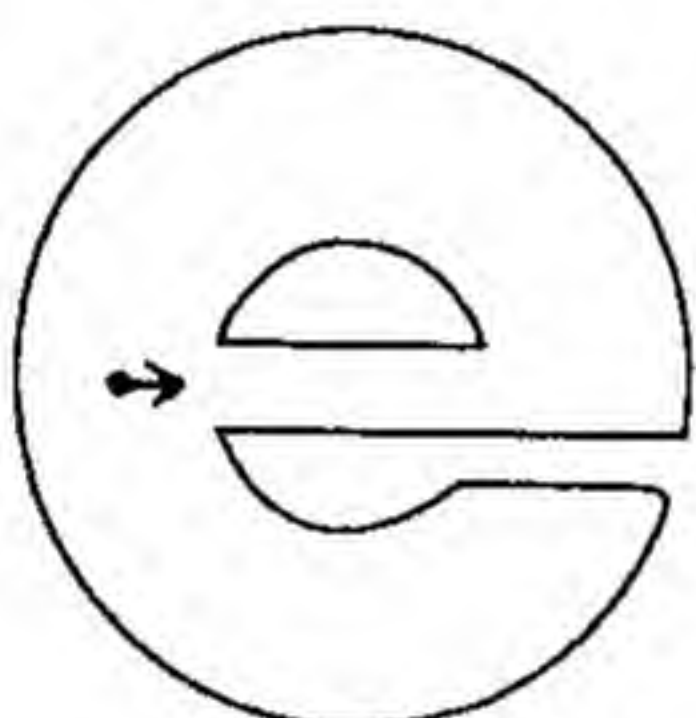
Term: 2  
Day: 4

Day: \_\_\_\_\_

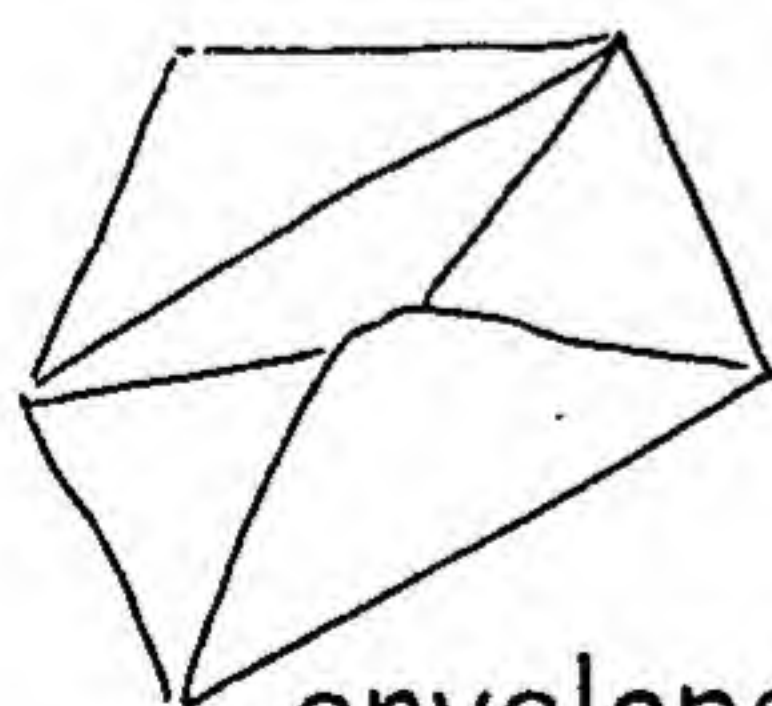
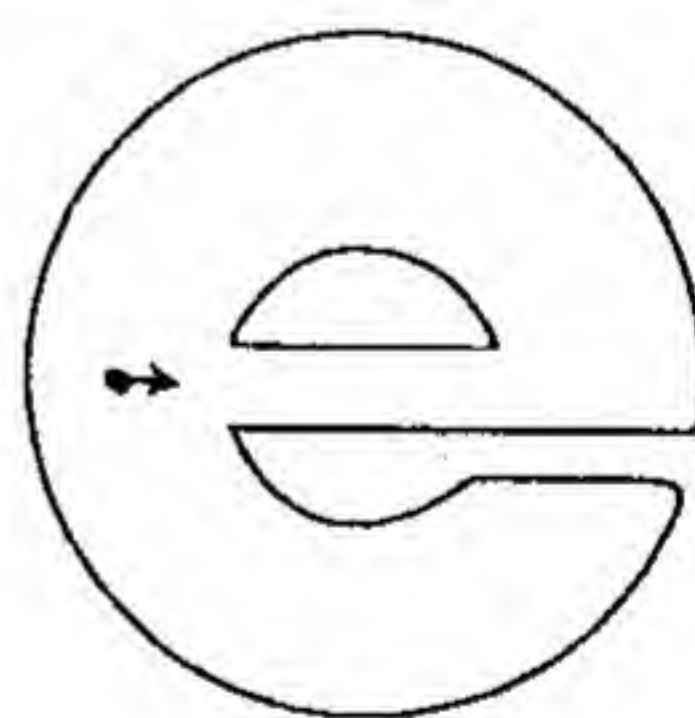
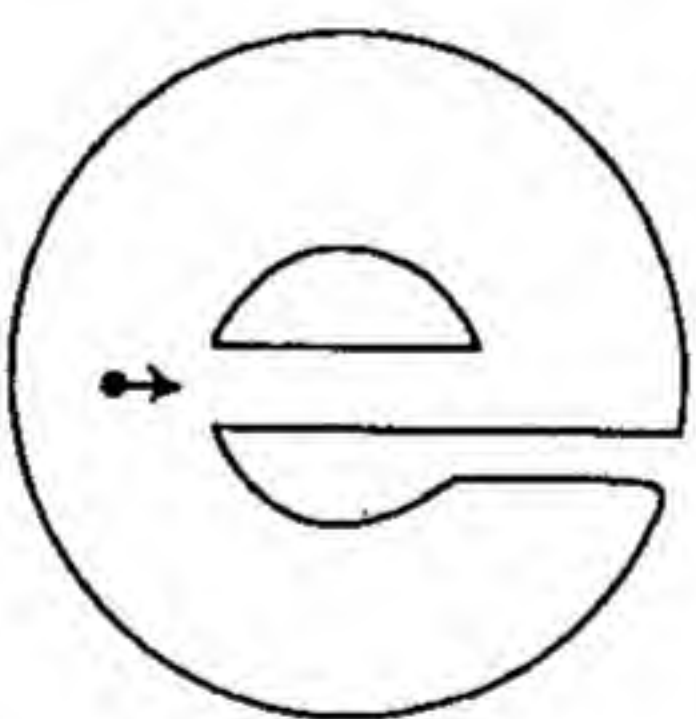
e and colour



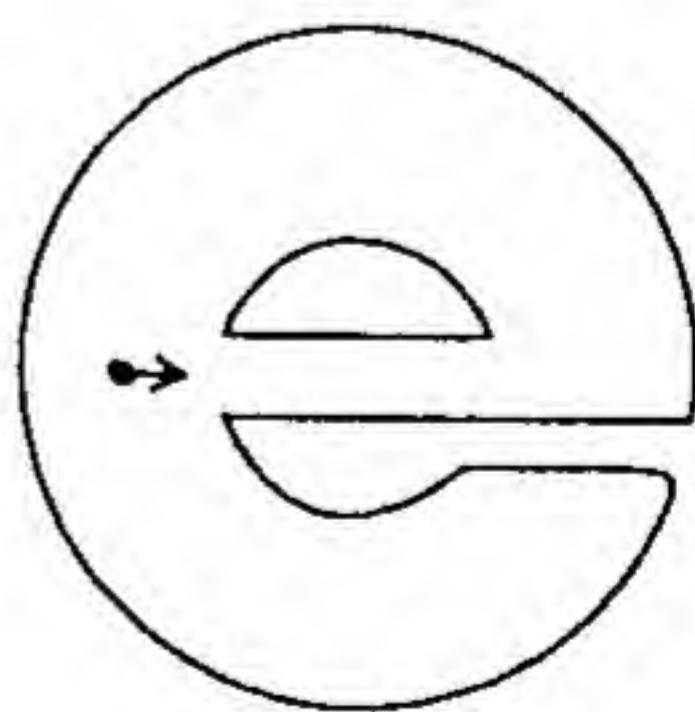
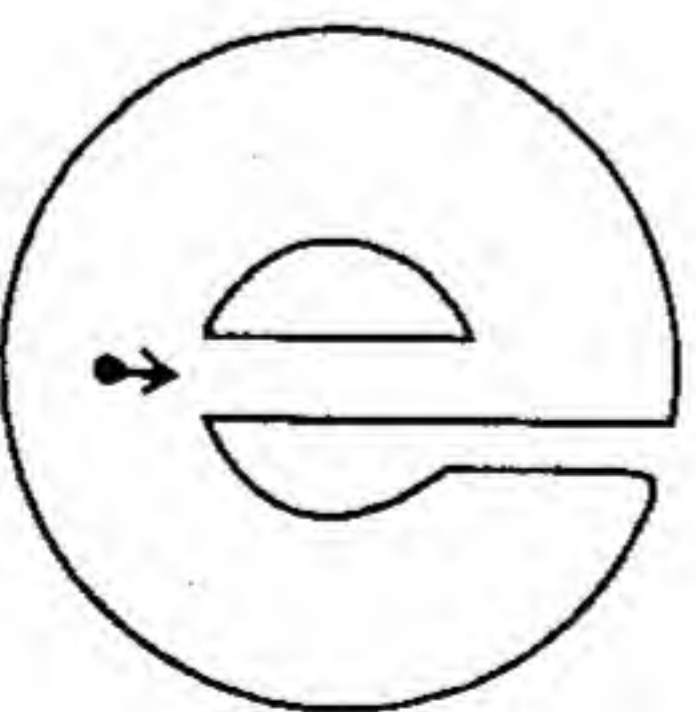
egg



engine



envelope





# Lesson Plan

## Writing

Level: Nursery

Term: 2

Week: 7

Day: 5

- 1. Objective:** The Children will be able to:
    - Develop their language skill.
    - Enhance vocabulary.
    - Learn the correct formation of the letter b. e.
  - 2. Function.** Tracing of b & e on the dotted lines
  - 3. Activity:** Colouring in the associated pictures.
  - 4. Material:** Work sheet, sand tray, sand paper letters, Flash cards.
- 

**5. Procedure:**

The children will be given the work sheet and will be asked to trace on the dotted lines of b, e from a given point will be taught the formation of the letters.

**Group Work:**

One group of children will trace the letters in the sand and over the sand paper letters one group can do the tracing and colouring.

# Worksheet

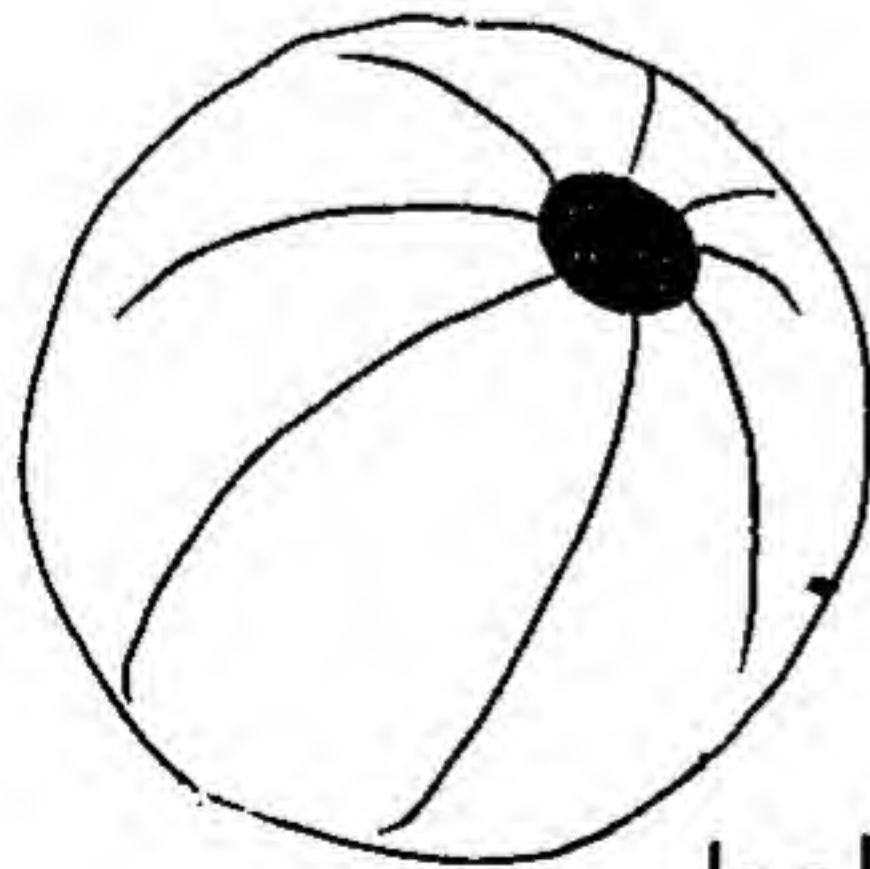
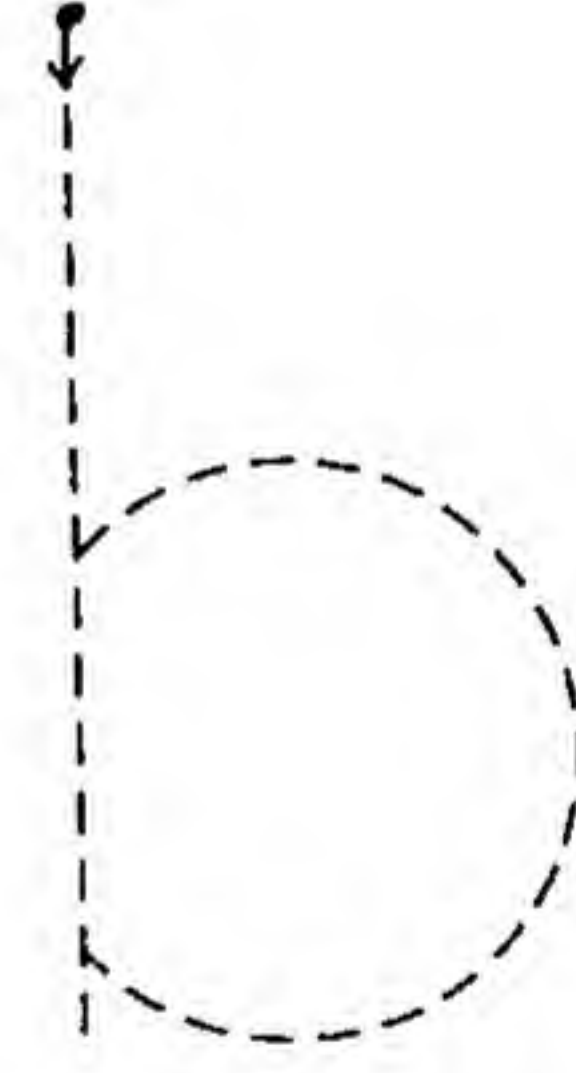
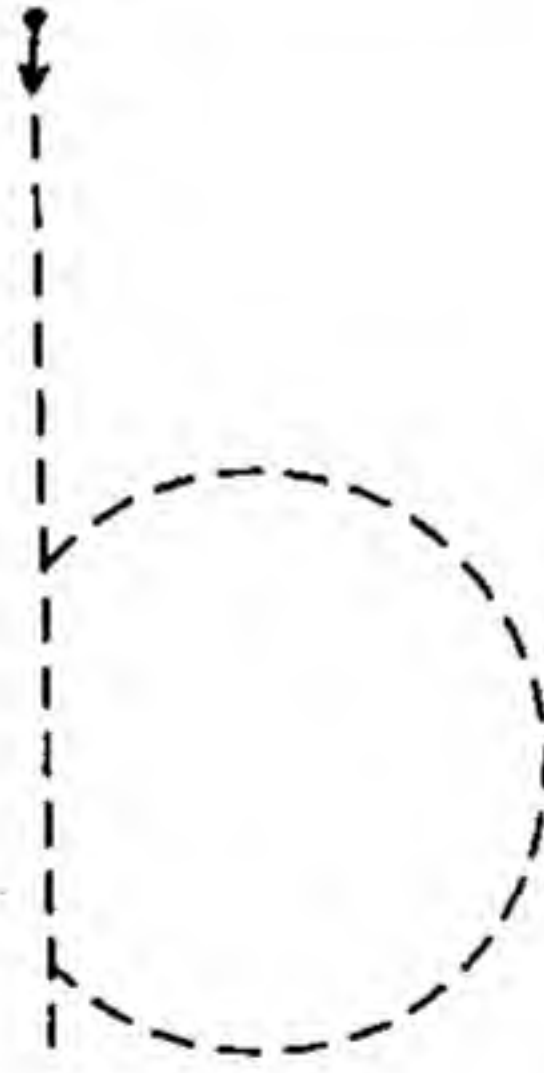
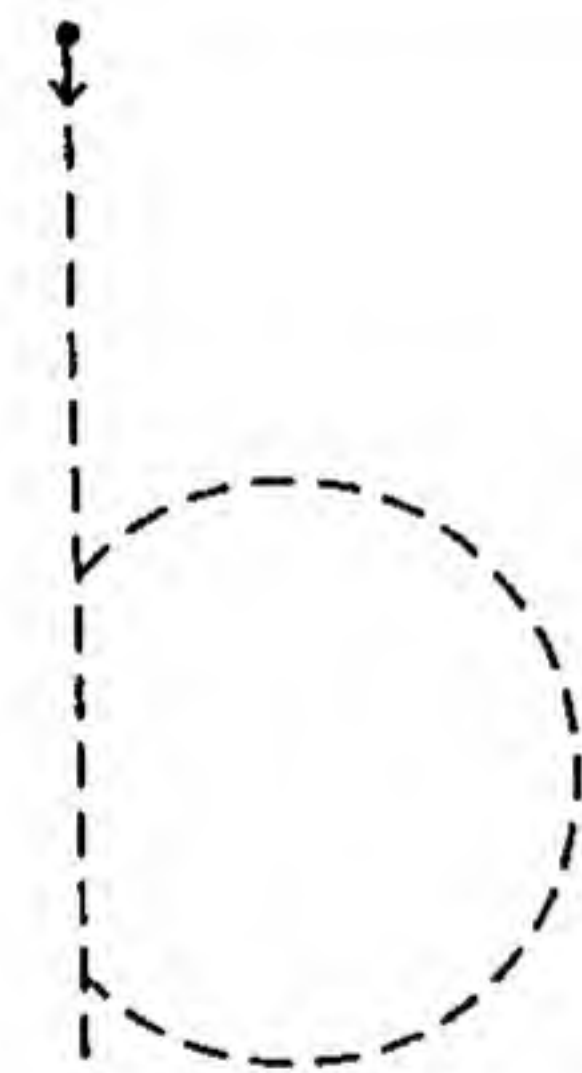
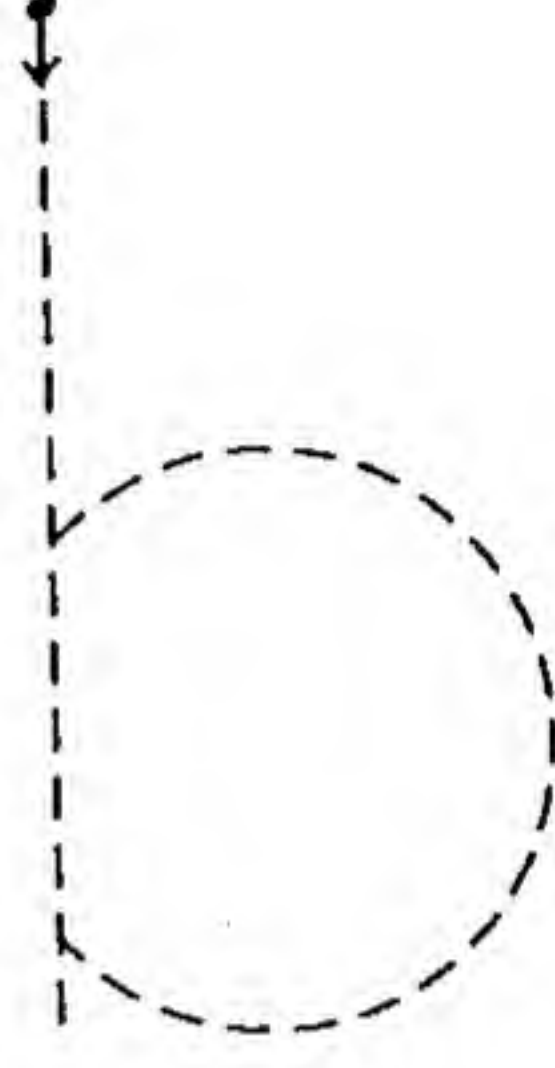
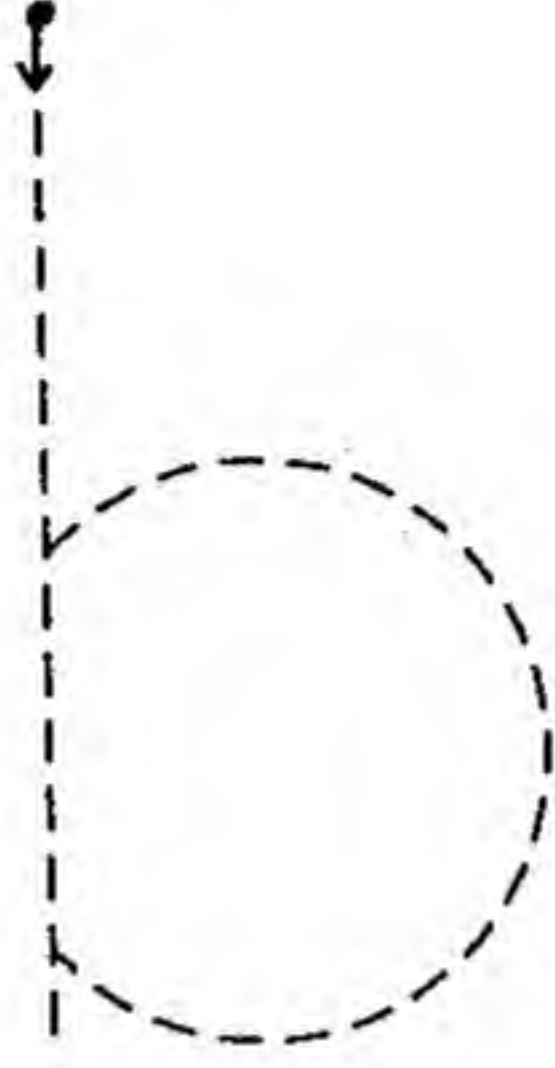
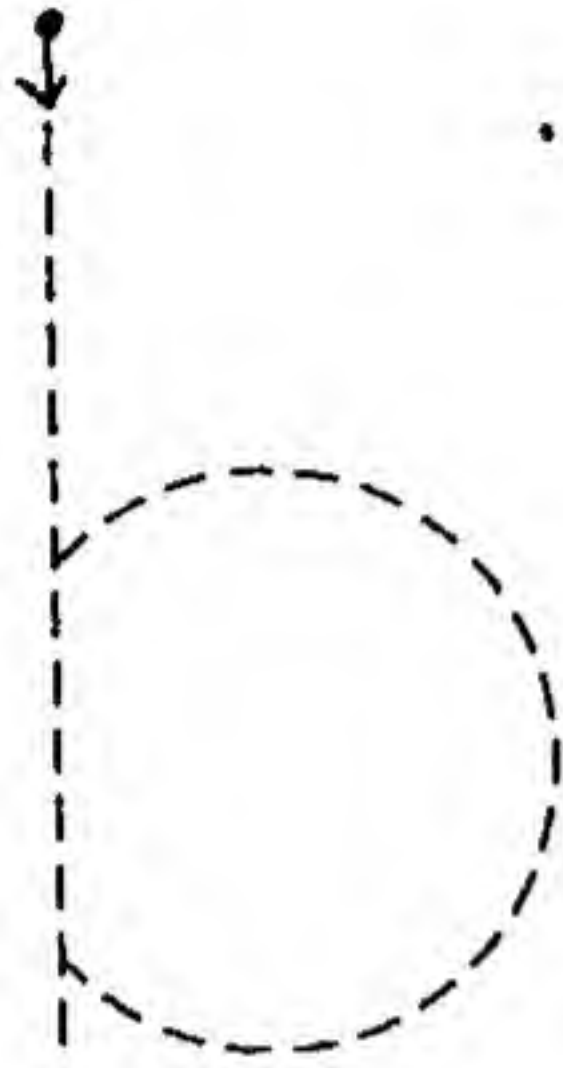
Level: Nursery  
Week: 7

Term: 2  
Day: 5

Date: \_\_\_\_\_

Day: \_\_\_\_\_

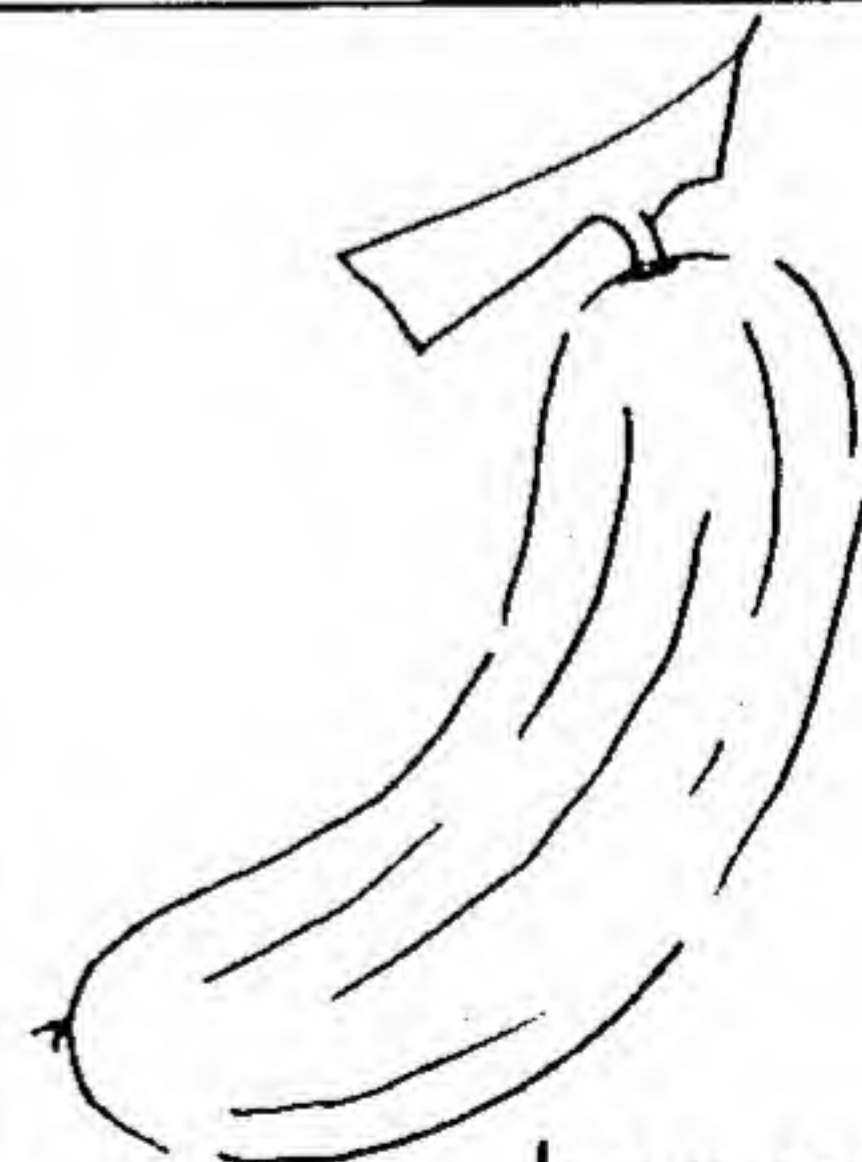
Join the dotted 'b'



ball



bird



banana



# Worksheet

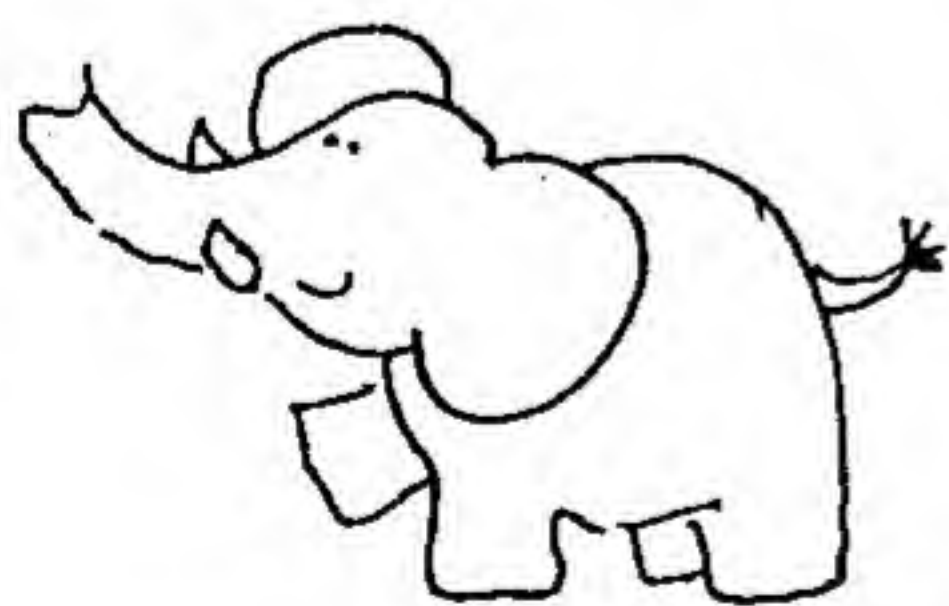
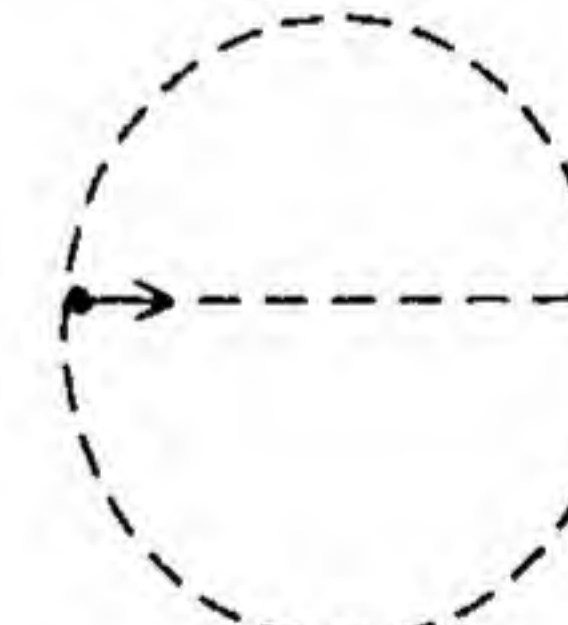
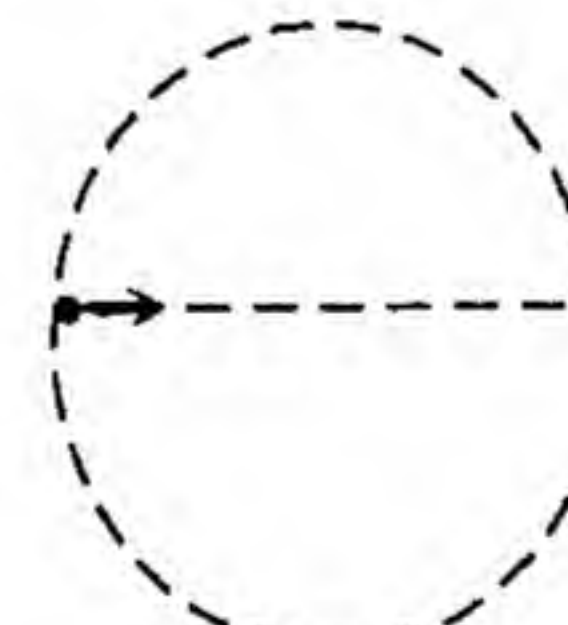
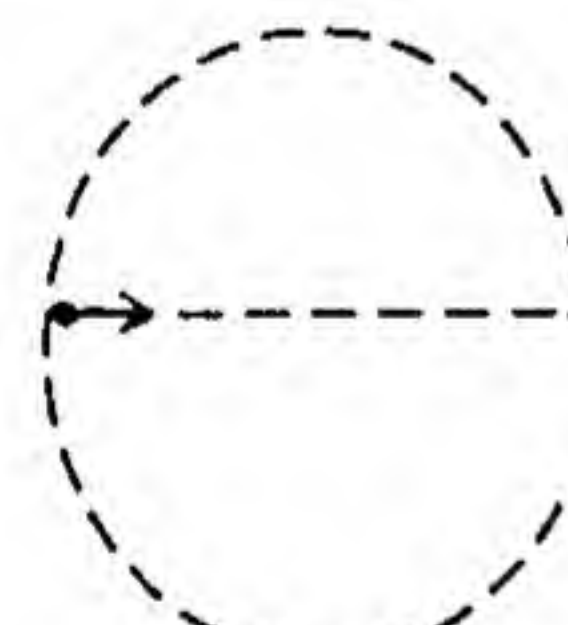
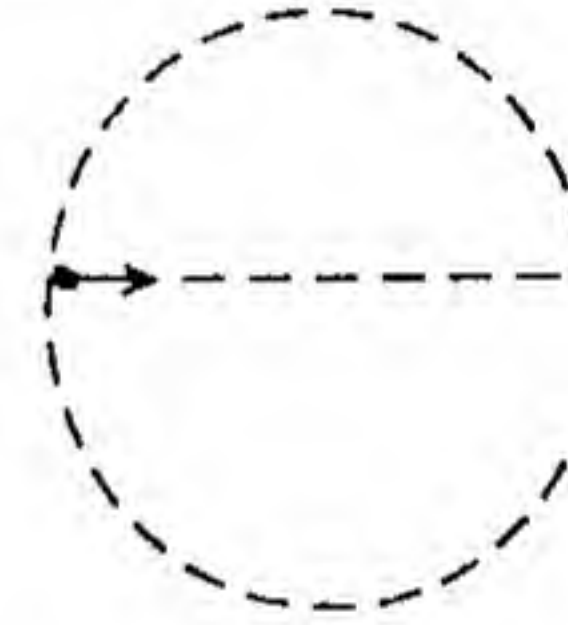
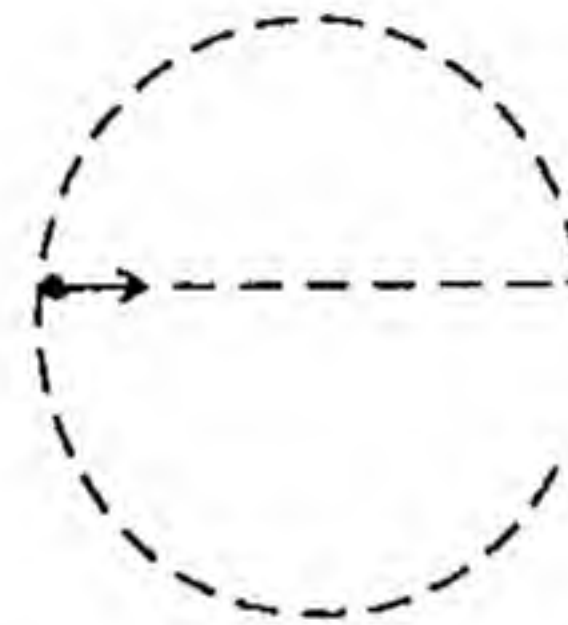
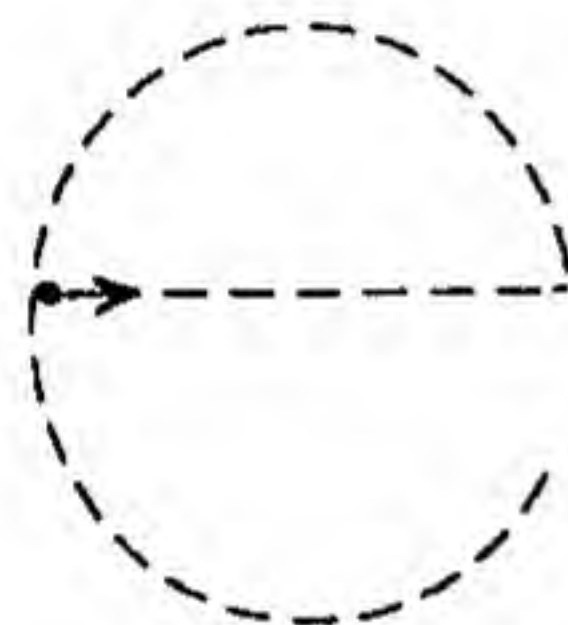
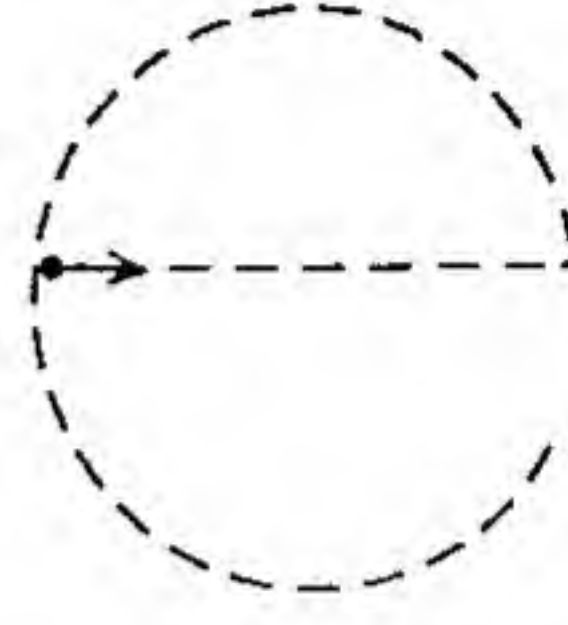
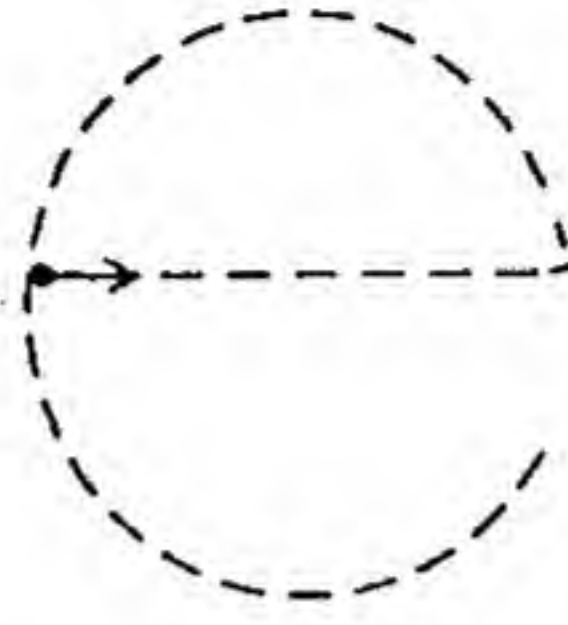
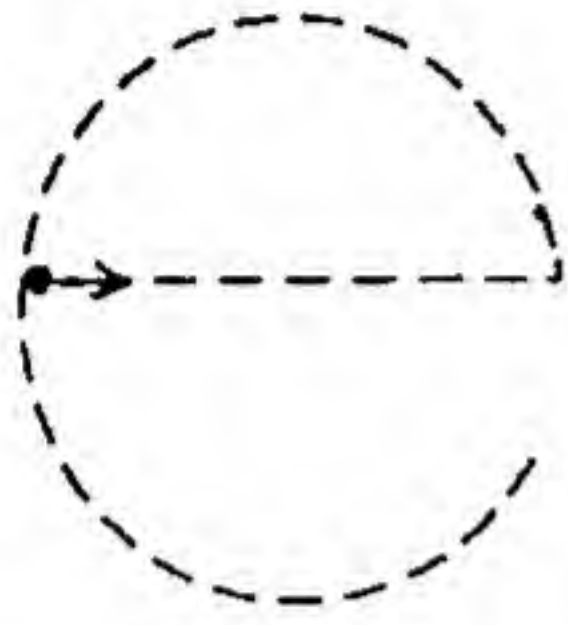
Level: Nursery  
Week: 7

Term: 2  
Day: 5

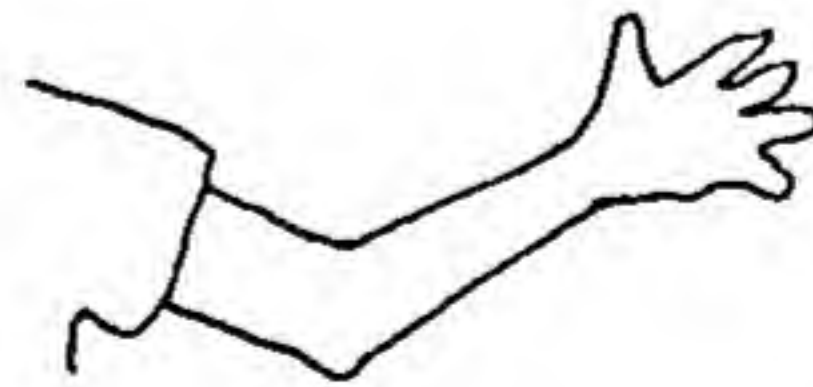
Date: \_\_\_\_\_

Day: \_\_\_\_\_

Join the dotted 'e'



elephant



elbow



elf

# Lesson Plan

## Writing

Level: Nursery

Term: 2

Week: 7

Day: 6

- 
1. **Objective:** The Children will be able to.
- Do independent writing.
  - Write the correct formation of letters.
2. **Function.** Independent writing
3. **Activity:** Colouring in the associated pictures.
4. **Material:** Work sheet, sand tray, sand paper letters, flash cards, slates and boards.
- 

5. **Procedure:**

The children will be given the work sheet and they will do the independent writing of the letter b, d, e and colouring in the associated pictures.

Group Work:

One group of children will work with the material and one group will do the work sheet.

Follow up:

Assessment work sheet



# Worksheet

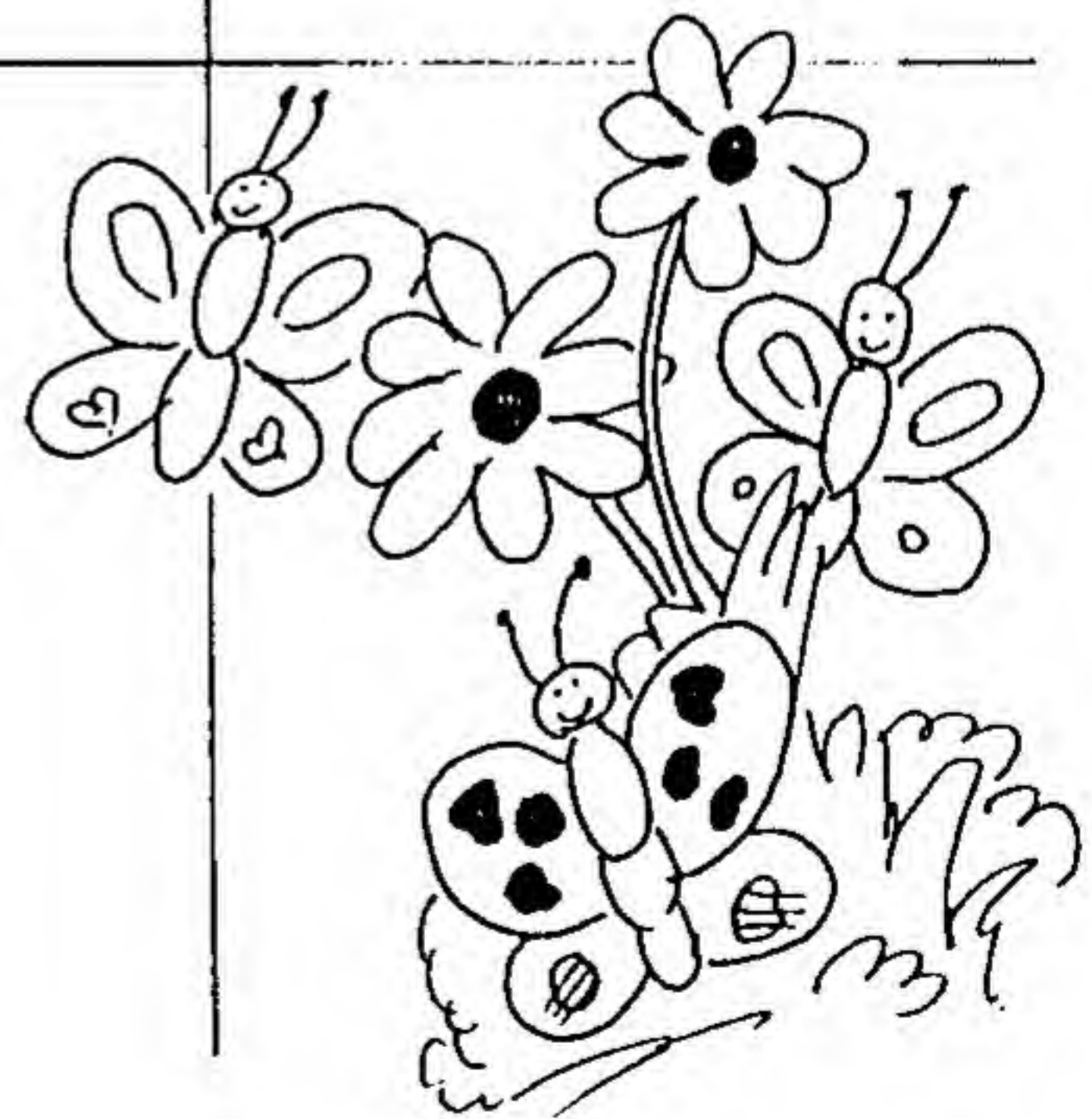
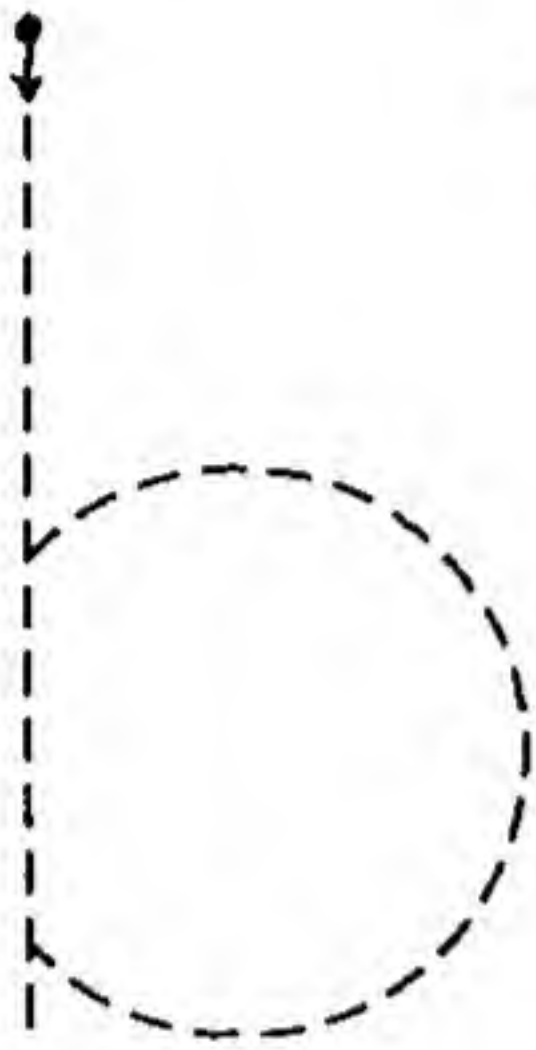
Level: Nursery  
Week: 7

Term: 2  
Day: 6

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Write 'b' independently



# Worksheet

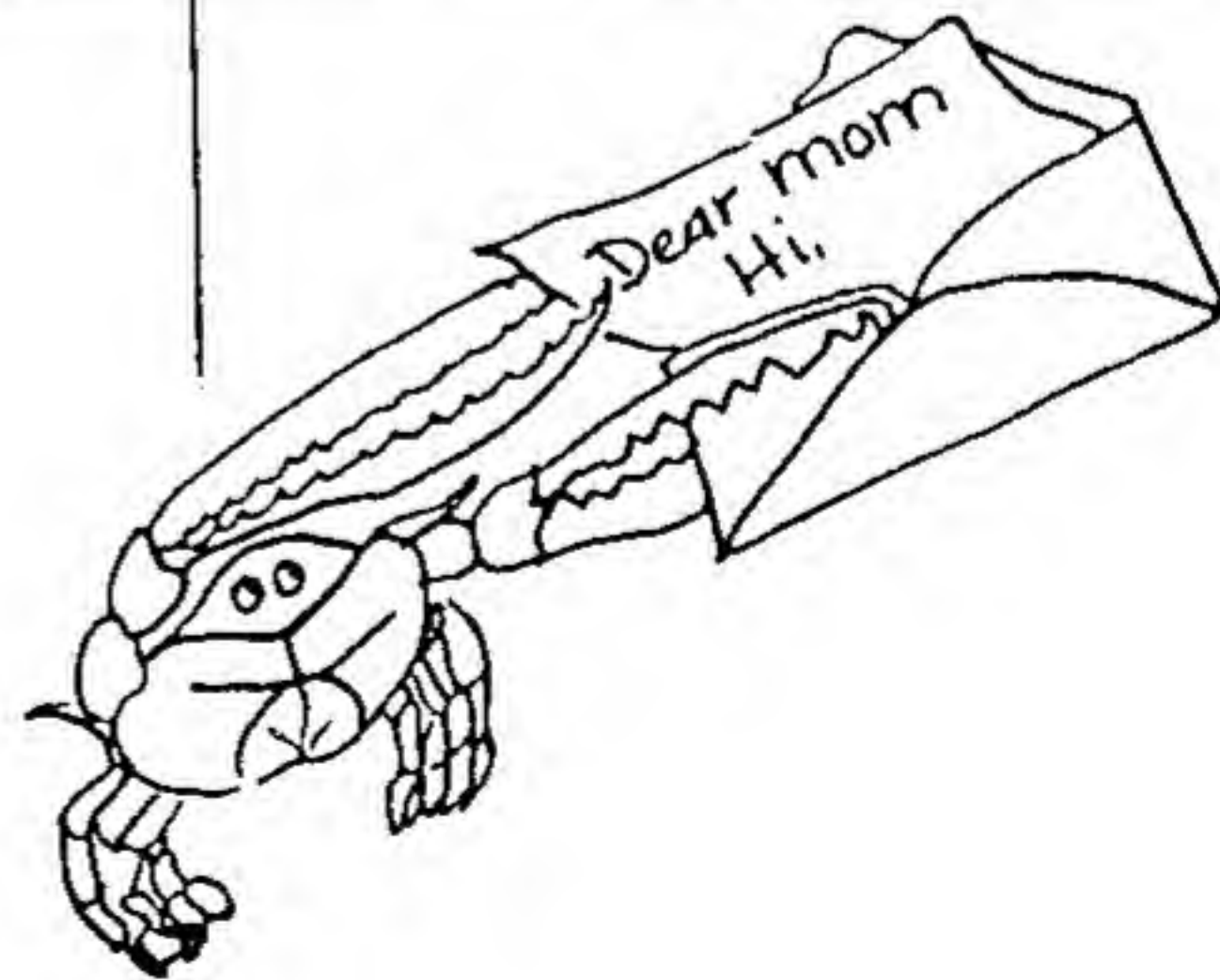
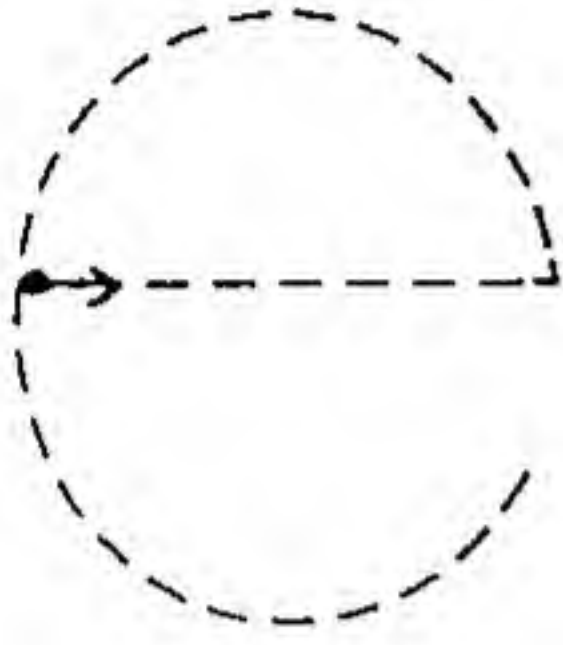
Level: Nursery  
Week: 7

Term: 2  
Day: 6

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Write 'e' independently





# Lesson Plan

## (English)

Level: Nursery

Term: 2

Week: 8

Periods: 8

Communication	Reading	Writing	Assessment
<ul style="list-style-type: none"><li>- Introduction to the topic 'winter'</li><li>- Reinforcement of all the sounds done so far.</li><li>- Concept hot/cold</li><li>- Introduction of the letters f &amp; h</li></ul>	<ul style="list-style-type: none"><li>- Text 'I like the dog.'</li></ul>	<ul style="list-style-type: none"><li>- tracing of the letters f &amp; h in between the double line.</li><li>- Tracing of f &amp; h on the dotted line.</li><li>- Independent writing of f &amp; h</li></ul>	

# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 8

Day: 1

1. **Objective:** The Children will be able to:
  - give awareness and foster appreciation about the natural changes in the environment.
  - indicate the arrival of winter.
  - learn about the things they see in winters.
  - indicate that winters are cold and dry.
2. **Function.** The children will learn about the winter season.
3. **Activity:** Preparing New Year Cards and cotton pasting on a cut put of a snow man.
4. **Material:** Nature, wool, nuts, flash cards & pictures of snowfall, ice, snowman, warm cloths, pullovers, cardigans, mufflers, caps, trousers etc.

---

### 5. **Procedure:**

Discussion and rhyme, songs related to the topic of the month, group discussion during the circle line. Begin by asking children if they have noticed a change in weather from chilly to cold. Most of them must be wearing cardigans and pullovers. Inquire as to why they are wearing them. Tell them that after autumn comes the winter season. It is cold and dry in winter. We wear warm cloths and have hot soups to keep ourselves warm. Ask them to use creams and lotions to protect their skin from getting dry. Tell them about the nuts and dry fruit that we get in winter e.g. almonds, pistachios etc. Also discuss that in some very cold places it snows in winter e.g. Murree, Quetta, Swat etc.

### Group Work:

One group can do the creating work and the other group can do the worksheet.



# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 8

Day: 2

- 1. Objective:** The Children will be able to:
- Memorize the sound learnt earlier.
  - Recognize the letters done so far.
  - Associate sounds to its objects.
- 2. Function.** Reinforcement
- 3. Activity:** Working with the material.
- 4. Material:** Sand paper letters, sand tray, flashcards, board displays, slates or board & chalk.
- 

**5. Procedure:**

- Tracing of sand paper letters to get the sensorial impression.
- Describing pictures that start with the mentioned sounds.
- Tracing of letters on the board with the chalk.

**Group Work:**

One group of children can sort pictures while the other can do the worksheet

**Follow up:**

Work sheet  
Match and join.

# Worksheet

Level: Nursery  
Week: 8

Term: 2  
Day: 2

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Match the picture with the correct sound

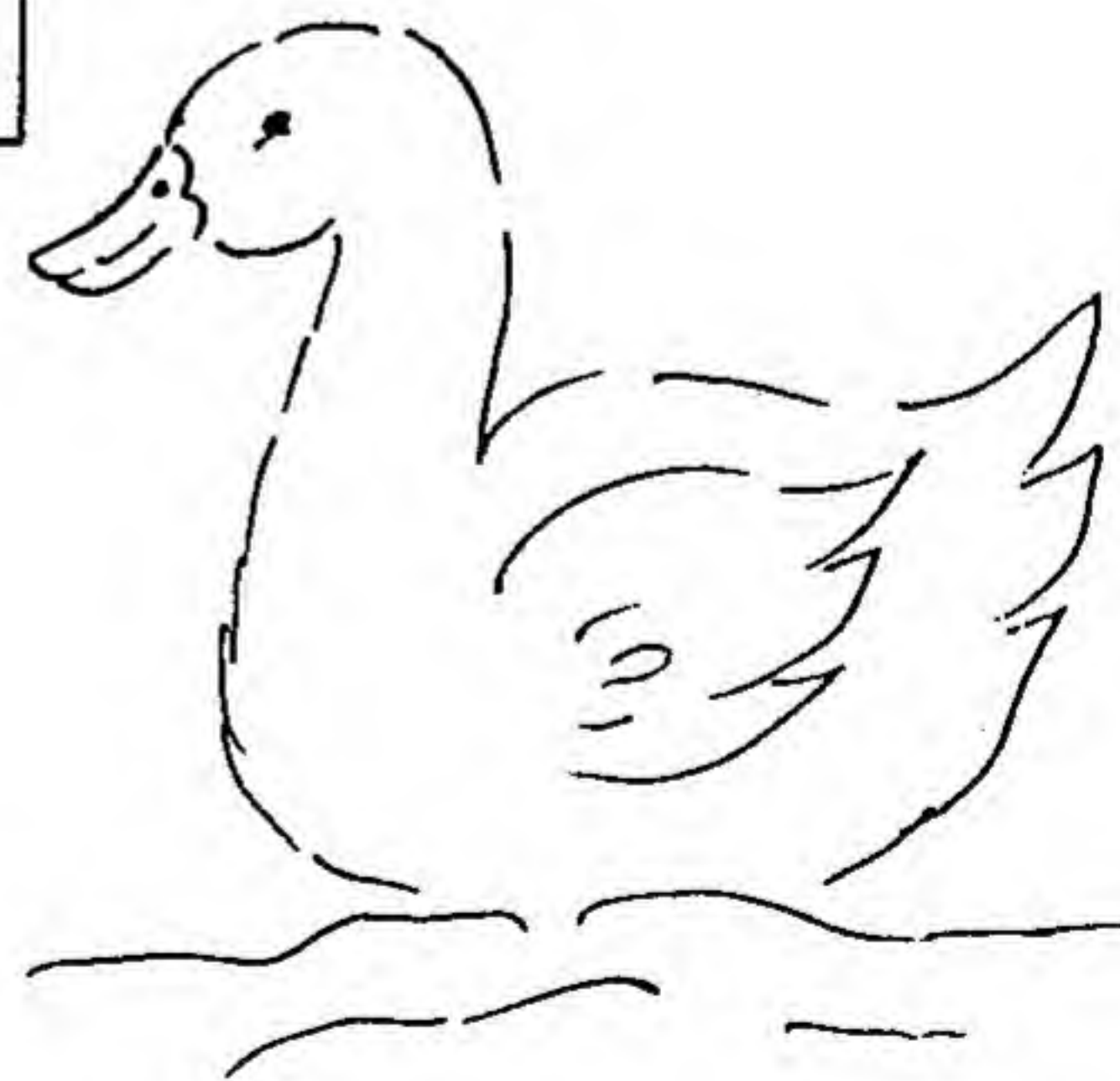
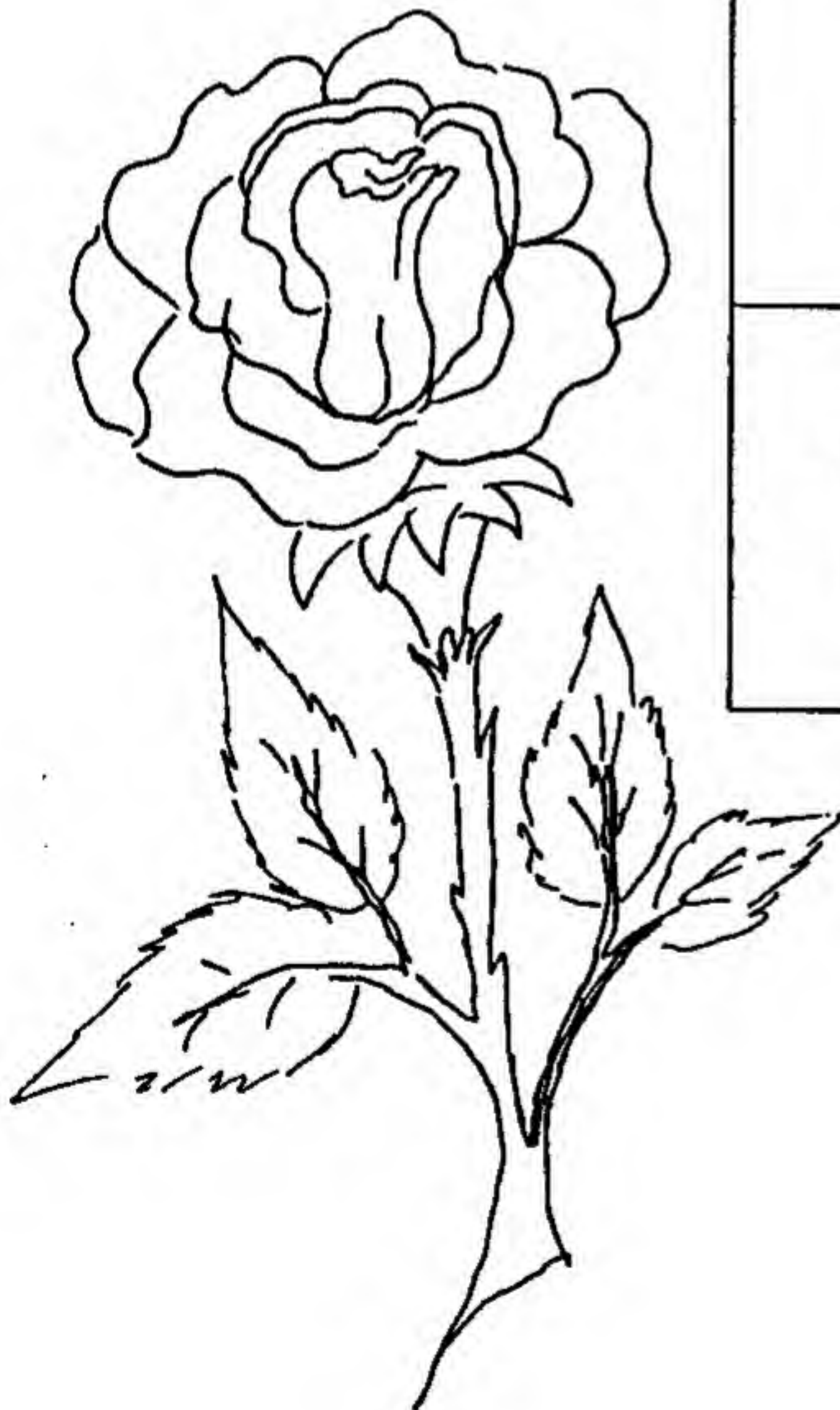
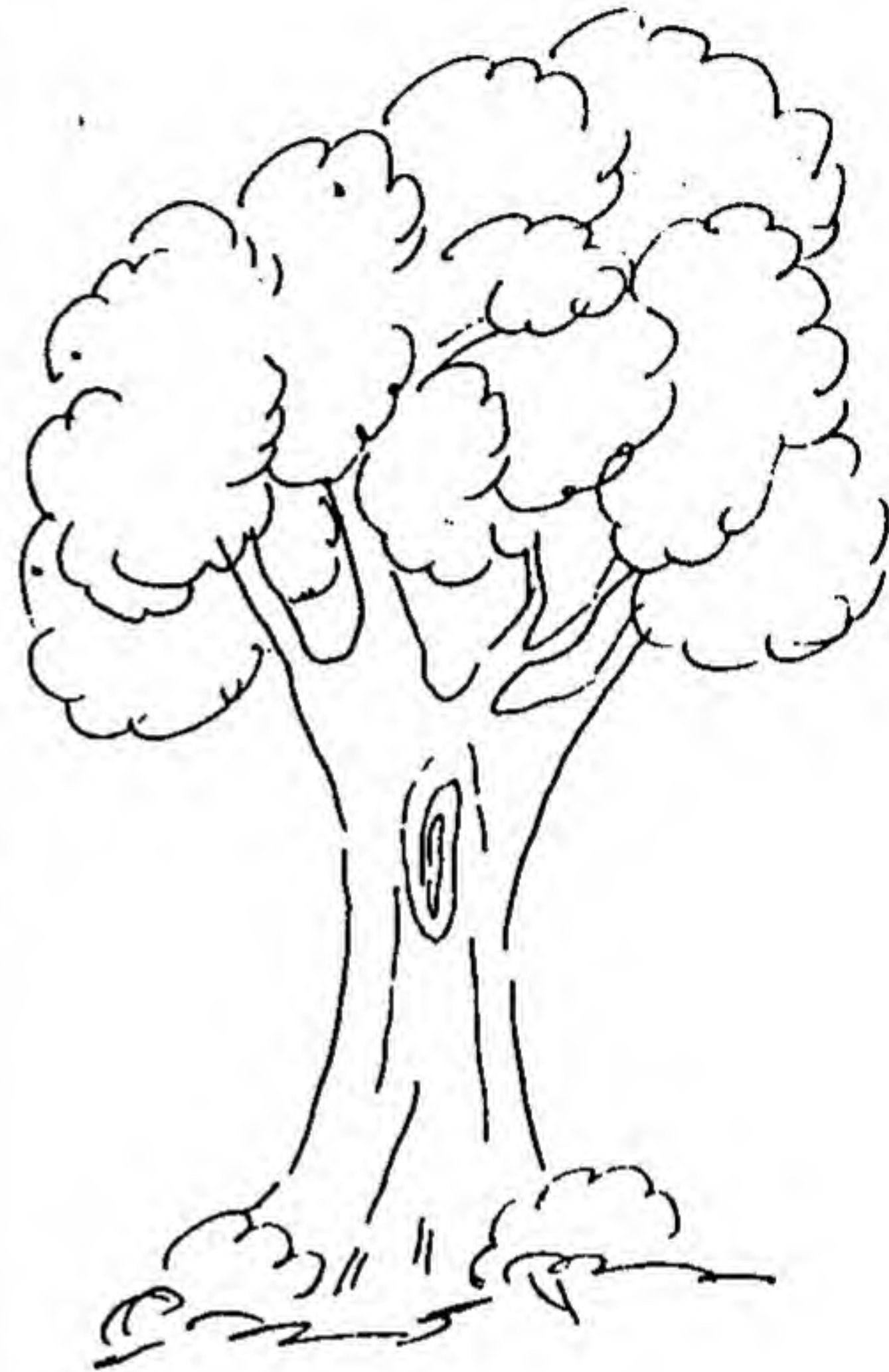


d

t

i

r





# Lesson Plan

## Communication

Level: Nursery

Term: 2

Week: 8

Day: 2

- 1. Objective:** The Children will be able to:
- Do the reinforcement of sounds.
  - Describe and express their feelings.
  - Compare things.
  - Judgement of likes and dislikes.
  - Relate the topic to the seasons and food.
- 2. Function.** Concept of hot and cold
- 3. Activity:** Preparing hot and cold drinks.  
Sorting of things that are hot or cold
- 4. Material:** Hot and cold drink work sheet.
- 

**5. Procedure:**

The teacher will discuss and prepare cold and like warm water in a large bowl or bottles and let children feel the difference.

**Group Work:**

One group of children can sort pictures while the other can do the worksheet

**Follow up:**

Work sheet

# Worksheet

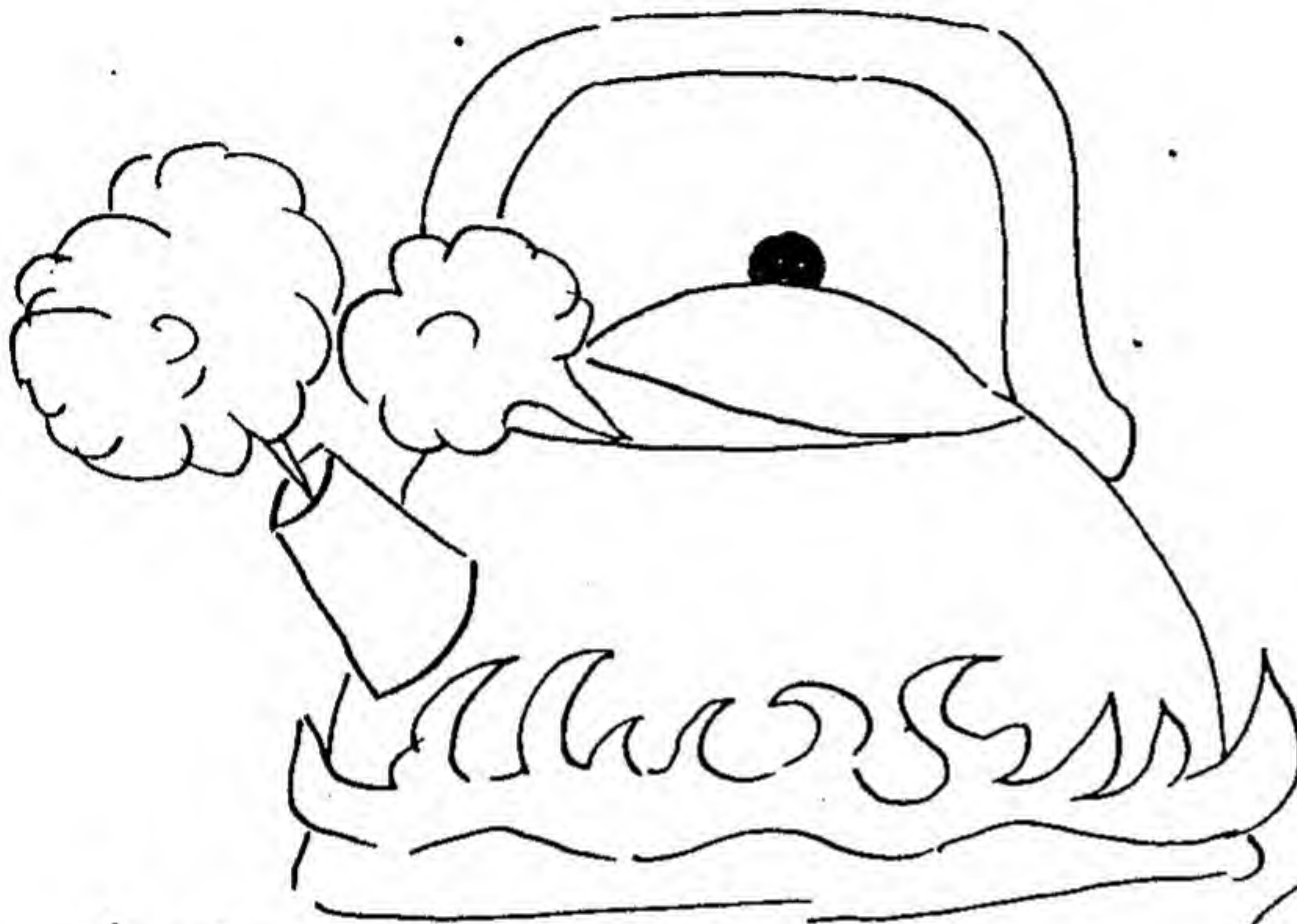
Level: Nursery  
Week: 8

Term: 2  
Day: 2

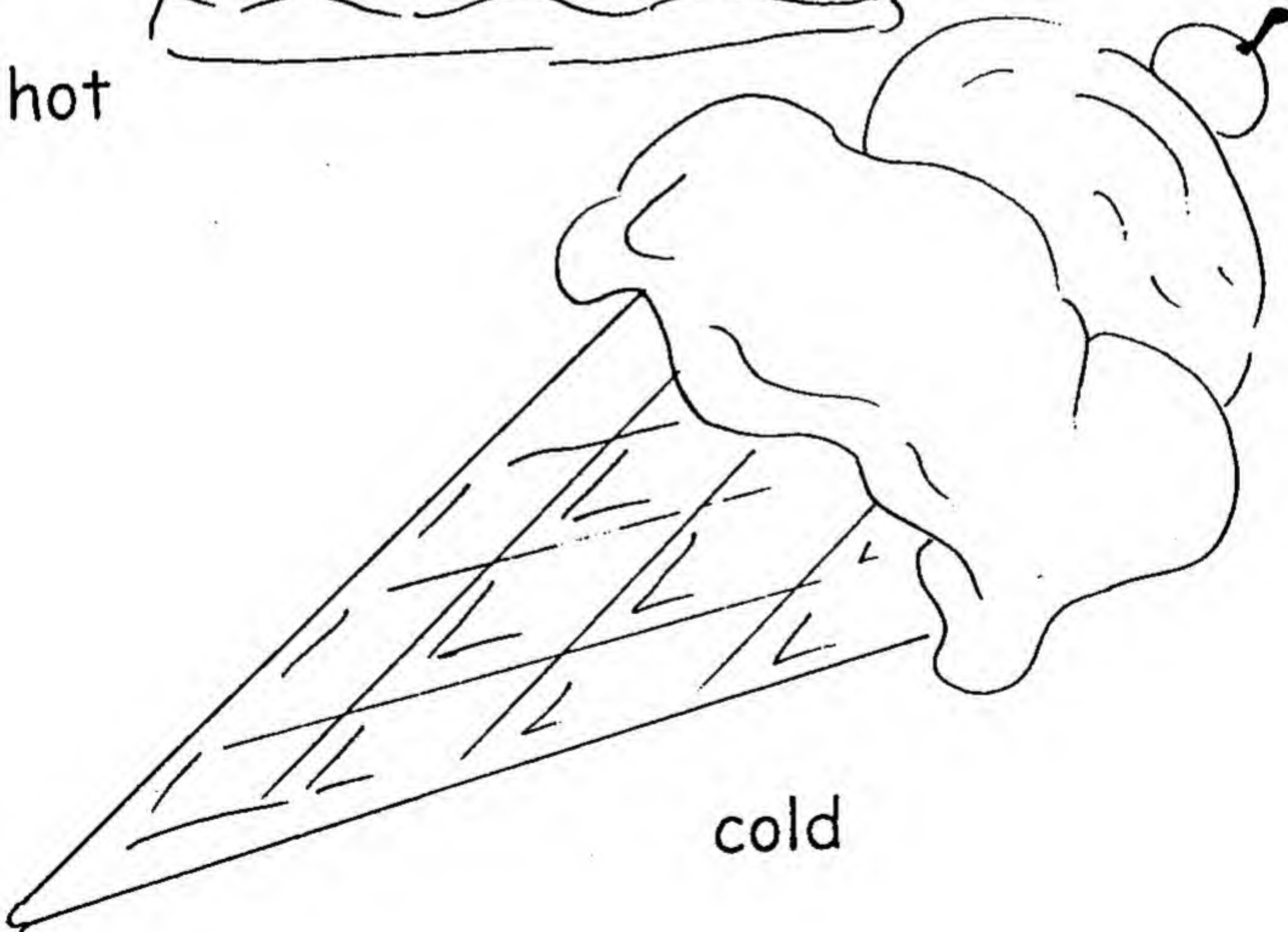
te: \_\_\_\_\_

Day: \_\_\_\_\_

concept: hot & cold



hot



cold



# Worksheet

Level: Nursery  
Week: 8

Term: 2  
Day: 2

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Reinforcement of hot & cold



# Lesson Plan

## Communication

Level: Nursery  
Term: 2  
Week: 8  
Day: 3

- 1. Objective:** The Children will be able to:
- Learn new sounds and adding new words to the vocabulary.
  - Associate sounds to their related objects.
  - Trace the letters with proper formation.
- 2. Function:** Introduction to the letters f & h.
- 3. Activity:** Colouring in associated pictures.
- 

**4. Procedure:**

- Tracing of sand paper letters to get the sensorial impression.
- Discussing pictures that start with the mentioned sounds.
- Colouring in the associated pictures.

Follow up:

Work sheet

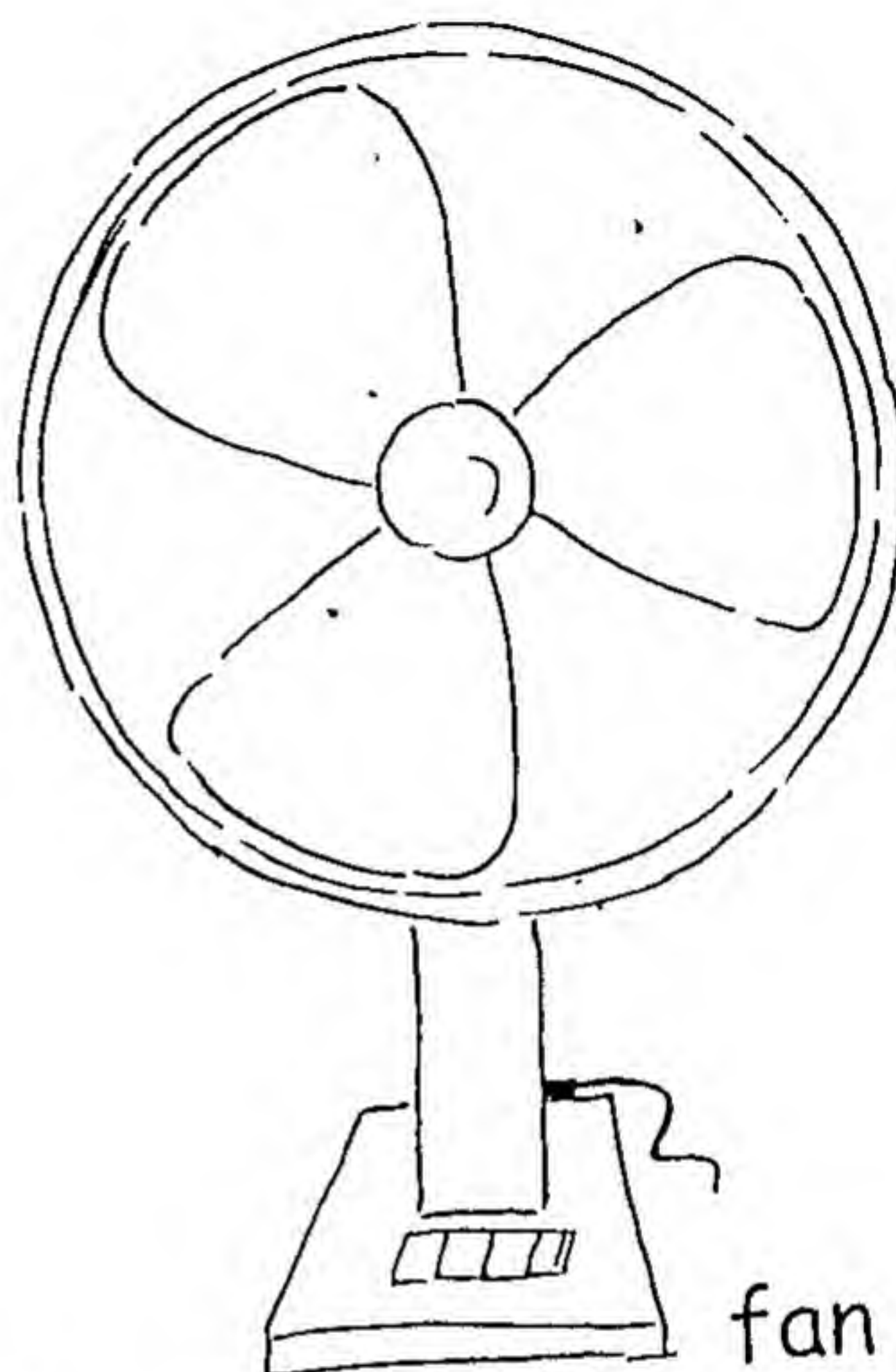
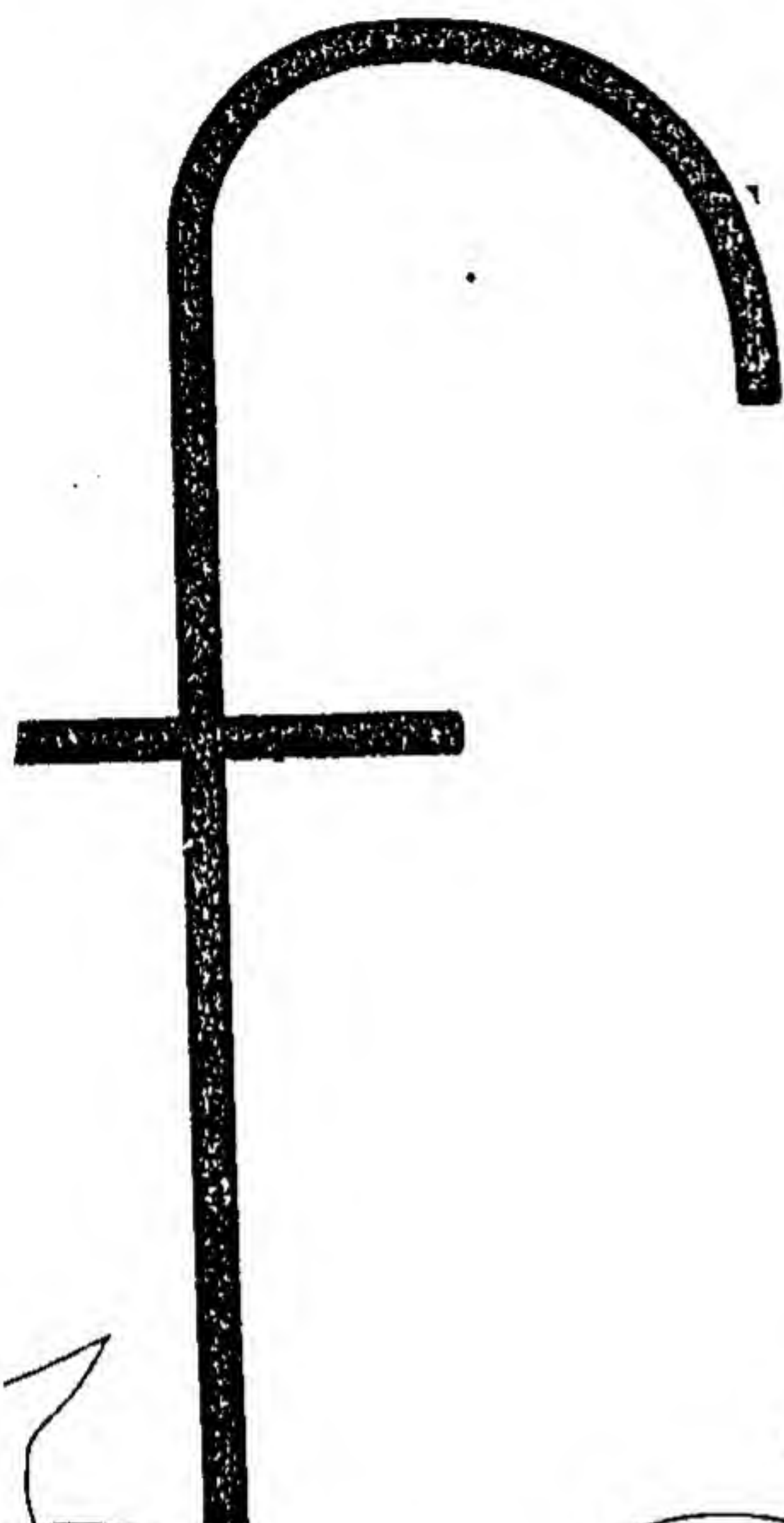


Level: Nursery  
Week: 8

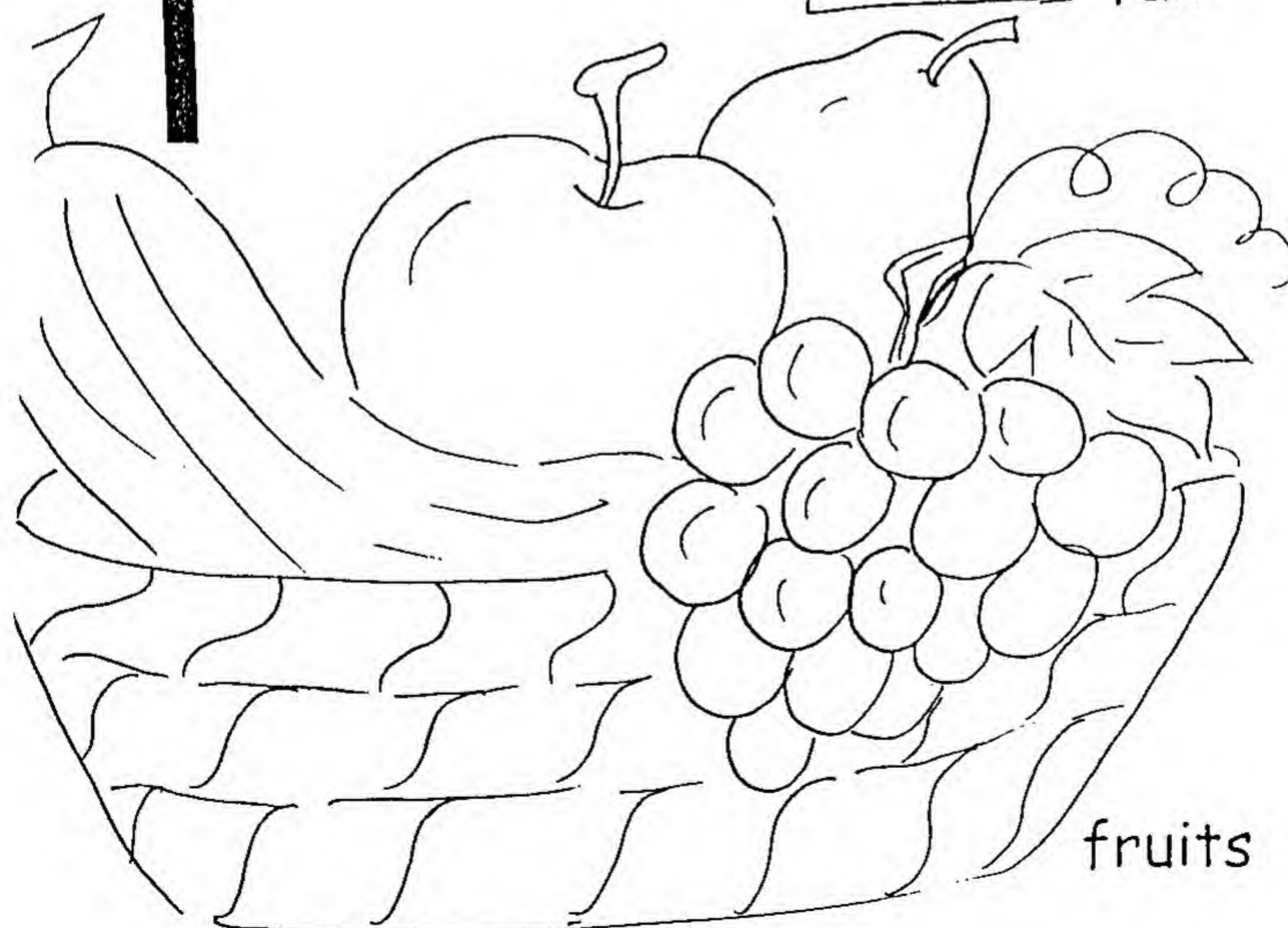
Term: 2  
Day: 3

Day: \_\_\_\_\_

Introduction to letter 'f'



fan



fruits



# Worksheet

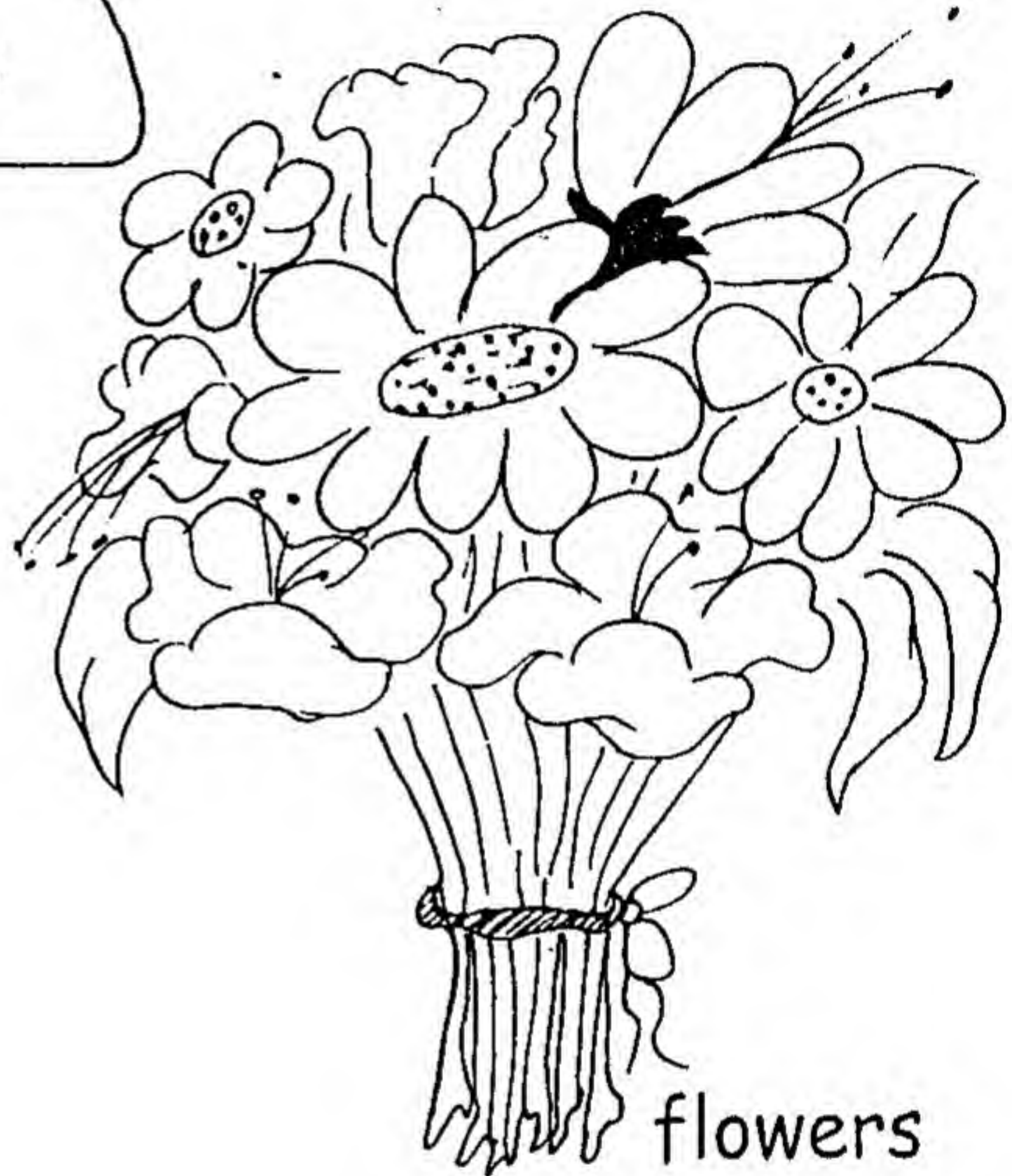
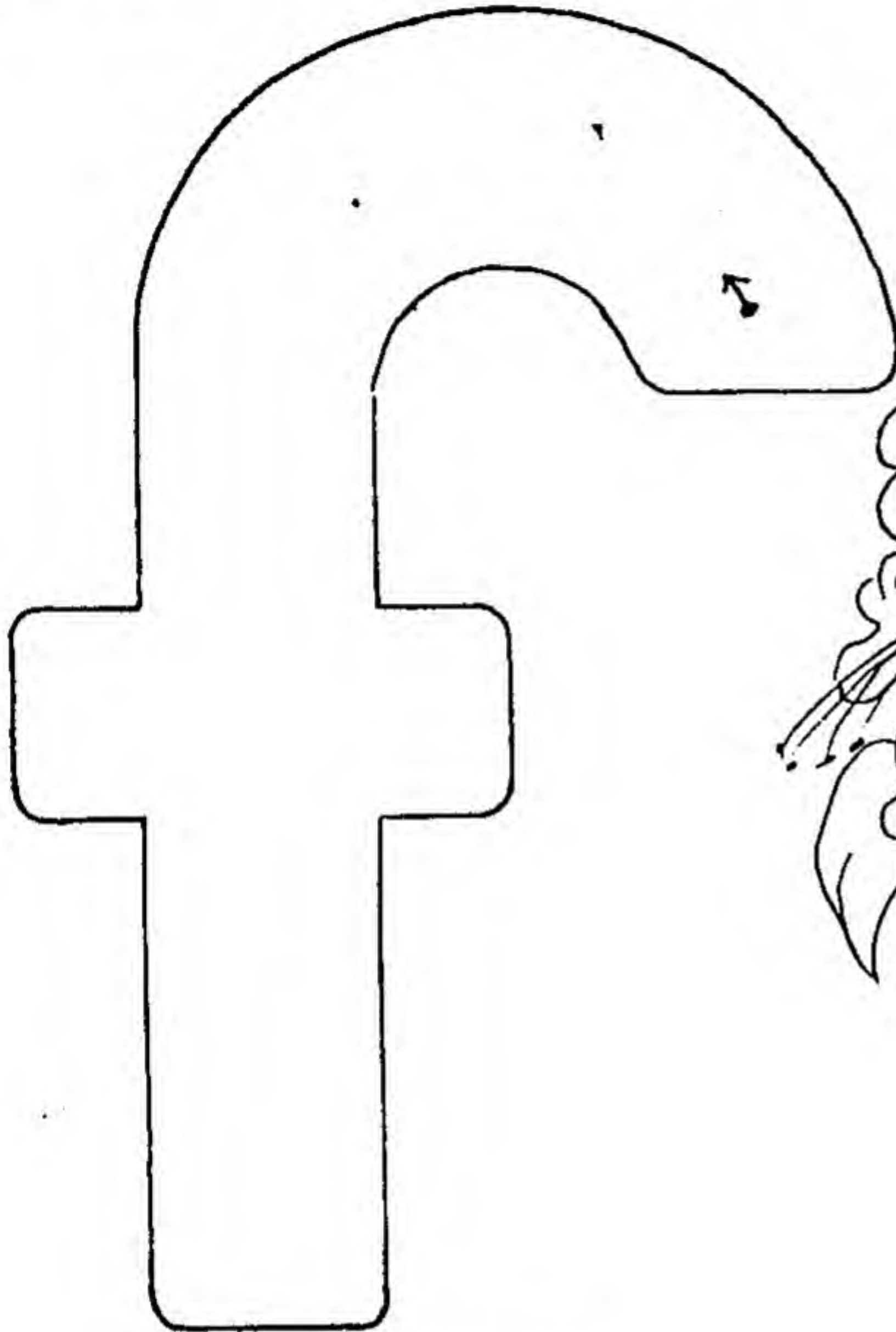
Level: Nursery  
Week: 8

Term: 2  
Day: 3

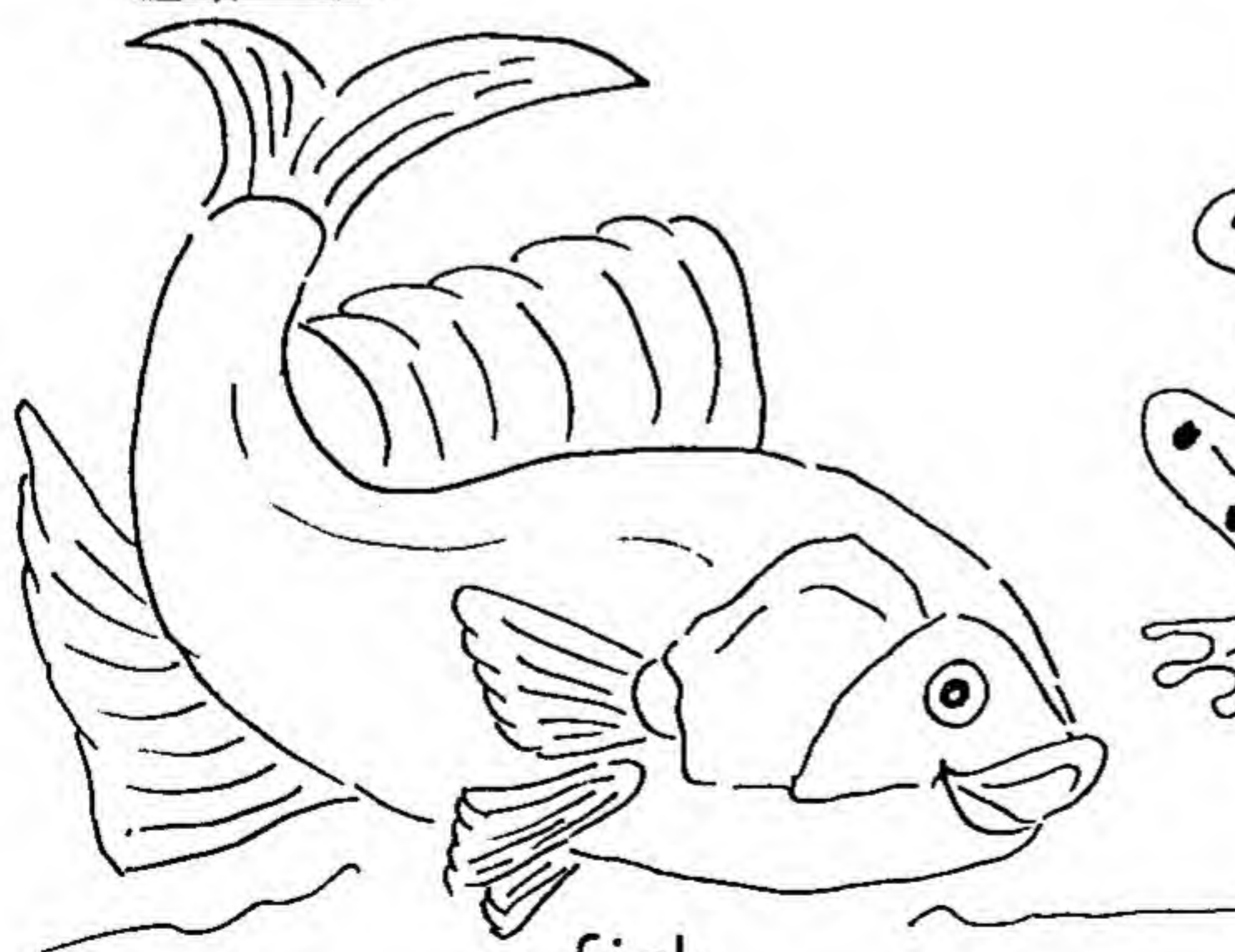
Date: \_\_\_\_\_

Day: \_\_\_\_\_

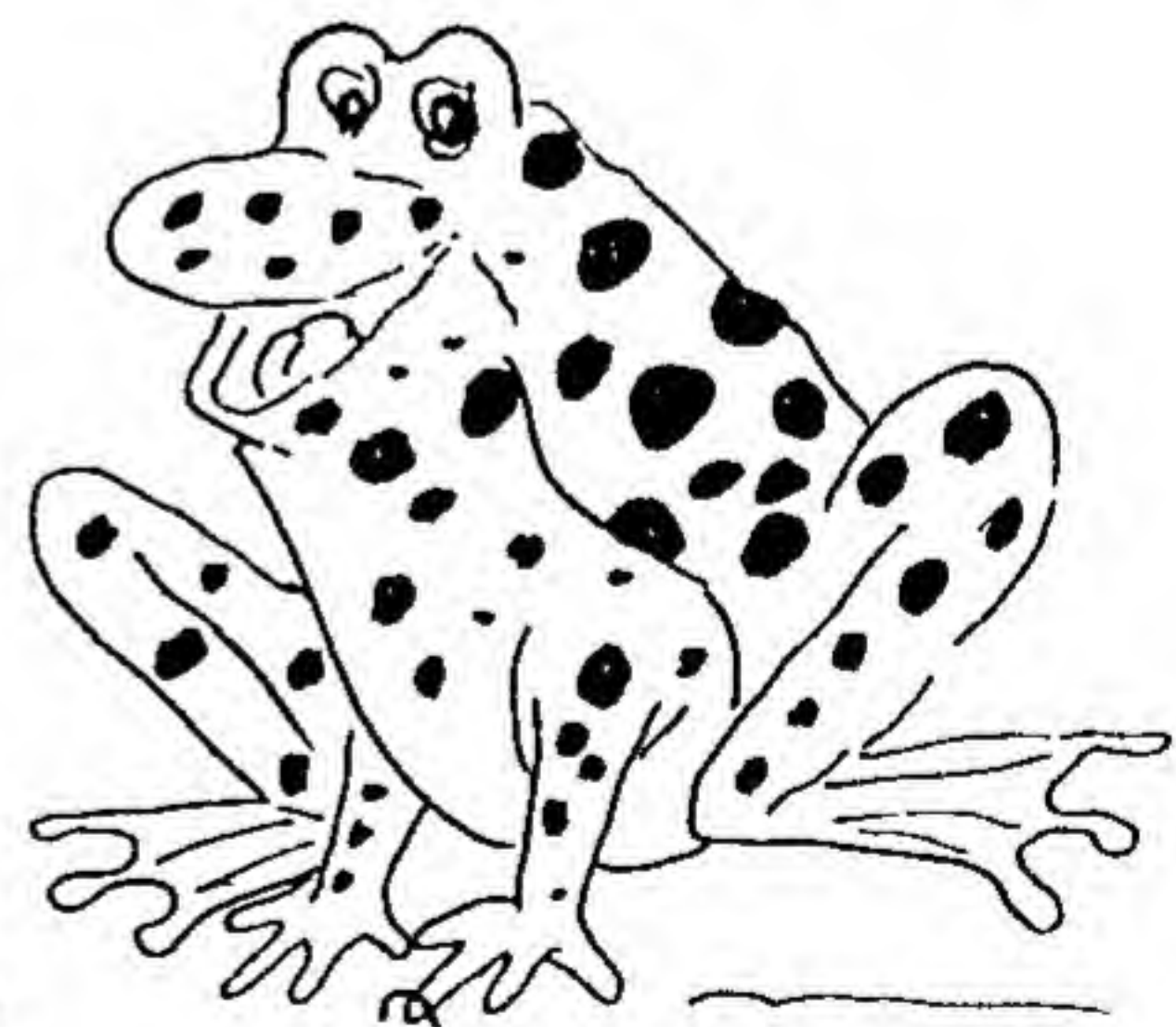
Trace and colour



flowers



fish



frog



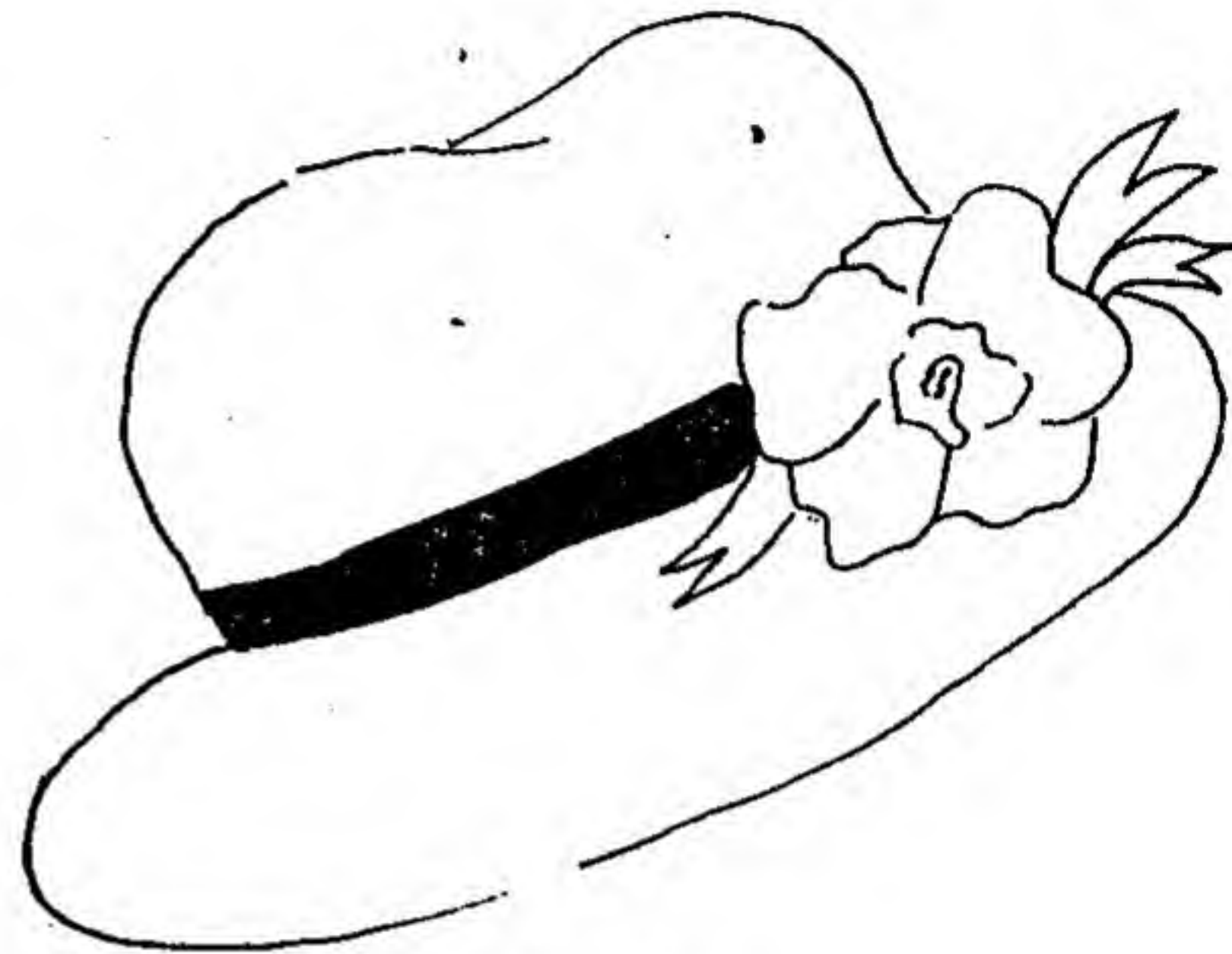
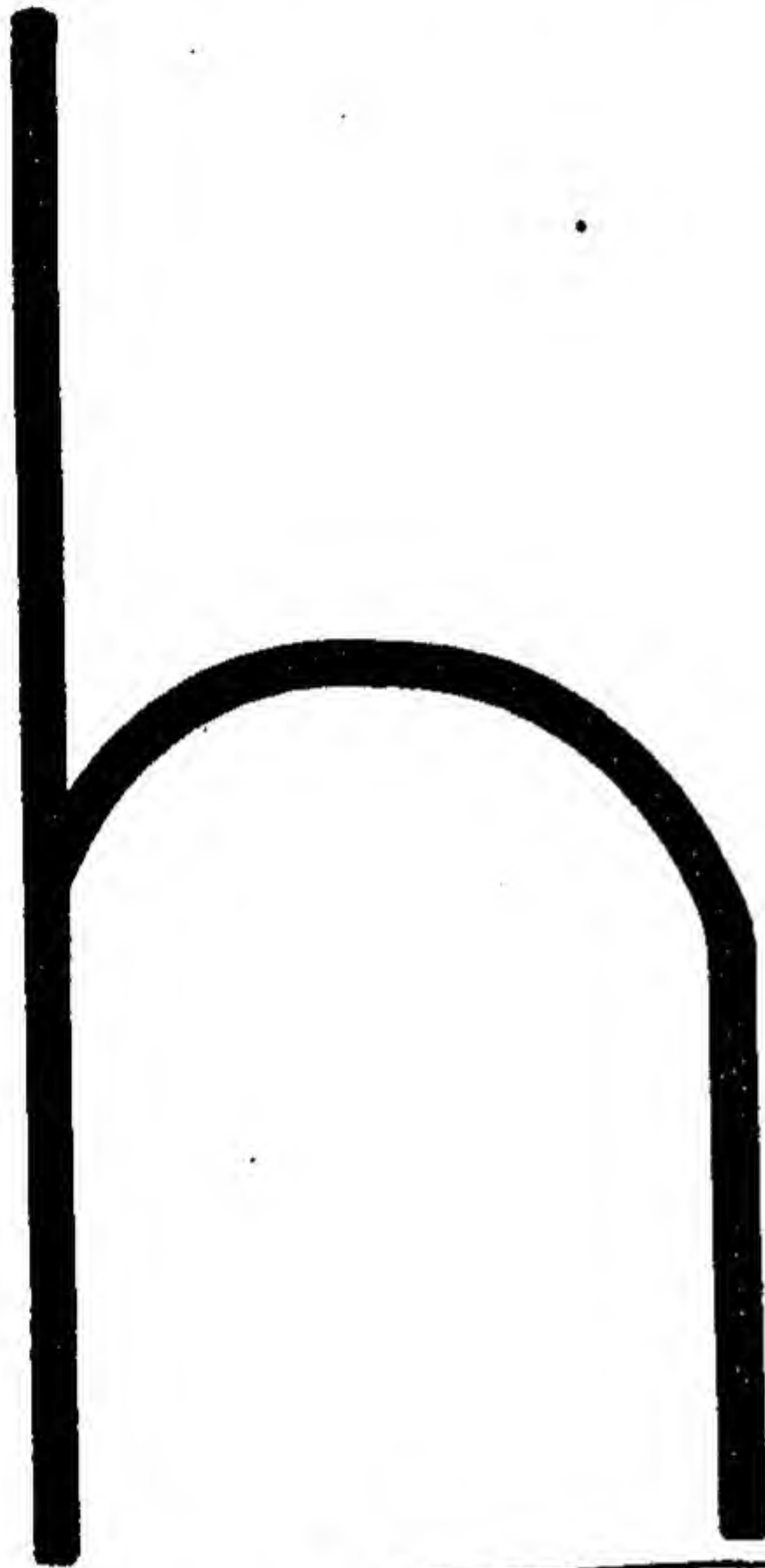
Level: Nursery  
Week: 8

Term: 2  
Day: 3

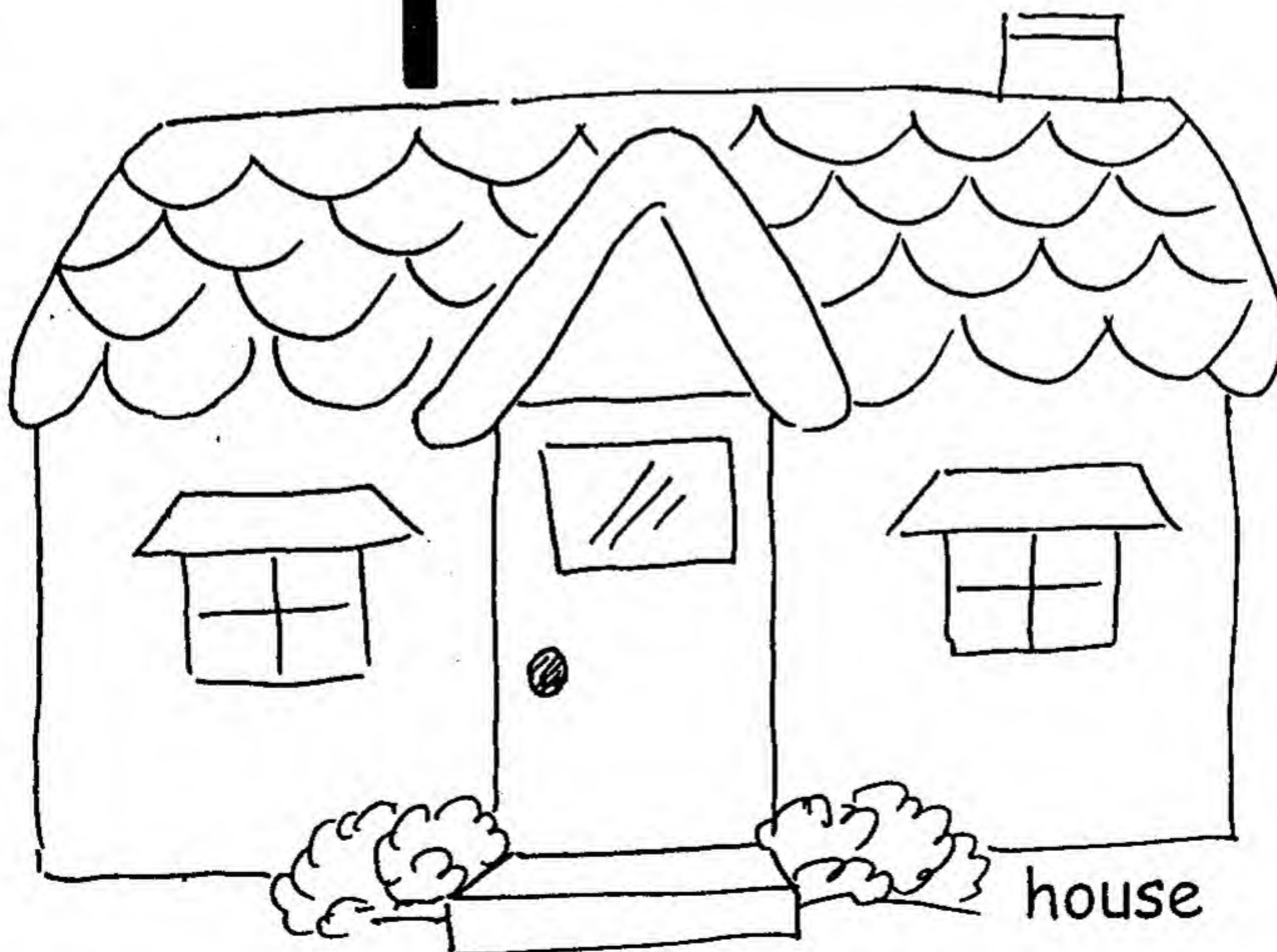
ate: \_\_\_\_\_

Day: \_\_\_\_\_

Introduction to letter 'h'



hat



house

# Worksheet

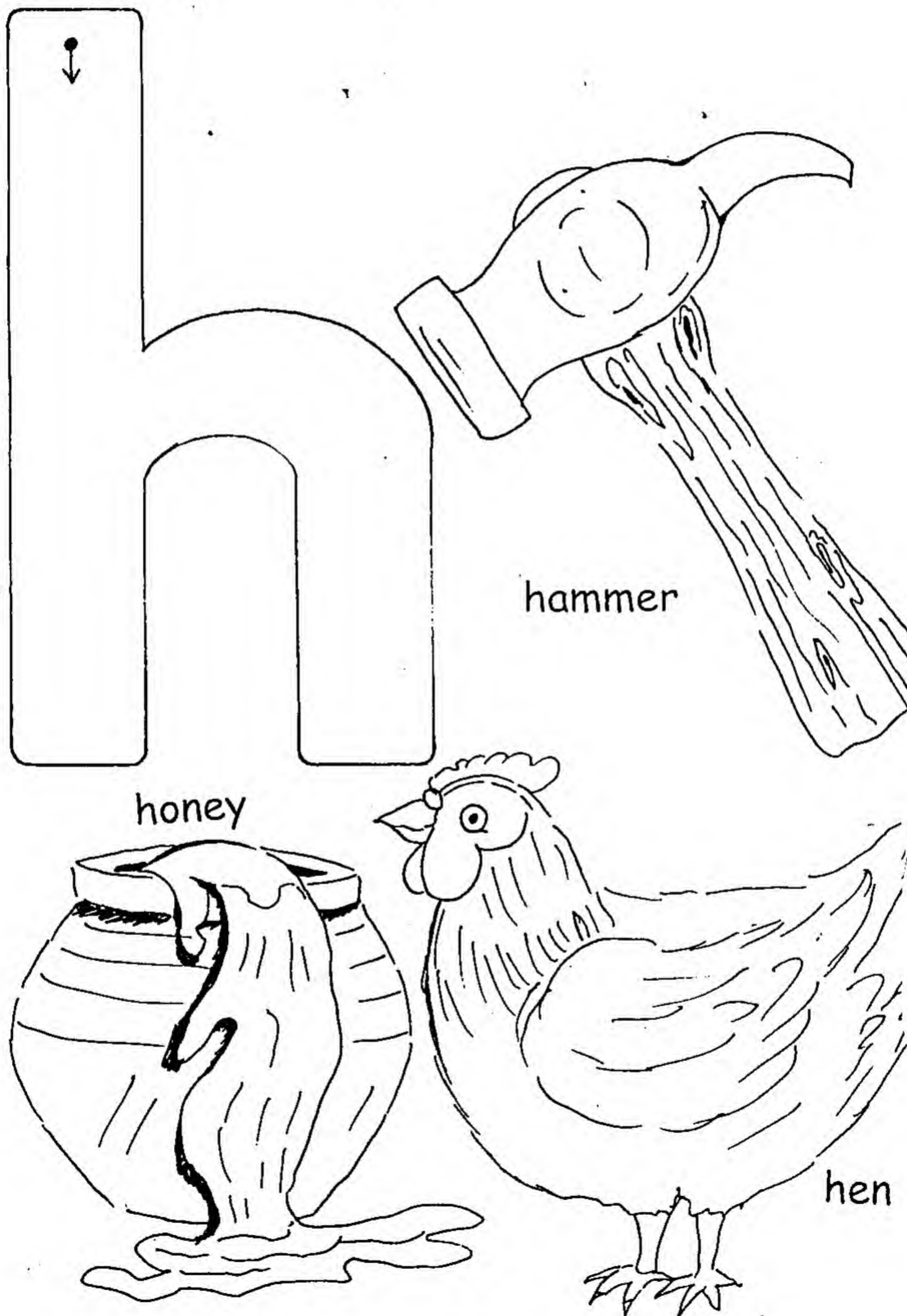
Level: Nursery  
Week: 8

Term: 2  
Day: 3

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Trace and colour





# Lesson Plan

## Reading

Level: Nursery

Term: 2

Week: 8

Day: 4

- 1. Objective:** The Children will be able to:
- Read the text independently.
  - Use the words learnt in their own sentences.
- 2. Skill:** Reading aloud.
- 3. Topic:** I like the dog.
- 

### **5. Procedure:**

Ask the following:

- Picture talk discussion and
- What is the dog doing?
- Where is the dog standing?
- Is the dog happy or sad?
- Is a dog pet animal or wild animal?

Reading aloud:

Read the text aloud and ask the children to put their finger on the given text and read after you.

Individual Reading:

Call each child or go to each child and ask them to read individually.



I like  
the dog.





## Lesson Plan

### Writing

Level: Nursery

Term: 2

Week: 8

Day: 5

1. **Objective:** The Children will be able to:
- Learn the correct formation of the letters f & h.
  - Tracing of f and h over the dotted lines.
2. **Function:** Letter formation.
3. **Activity:** Colouring in the associated pictures.
4. **Material:** Sand paper letters, sand tray, worksheets etc.

---

#### 5. **Procedure:**

The children will be given the worksheets to trace in between the hollow lines with proper formation starting from a given point.

Group work:

One group will do the tracing and the other will work with the material.

# Worksheet

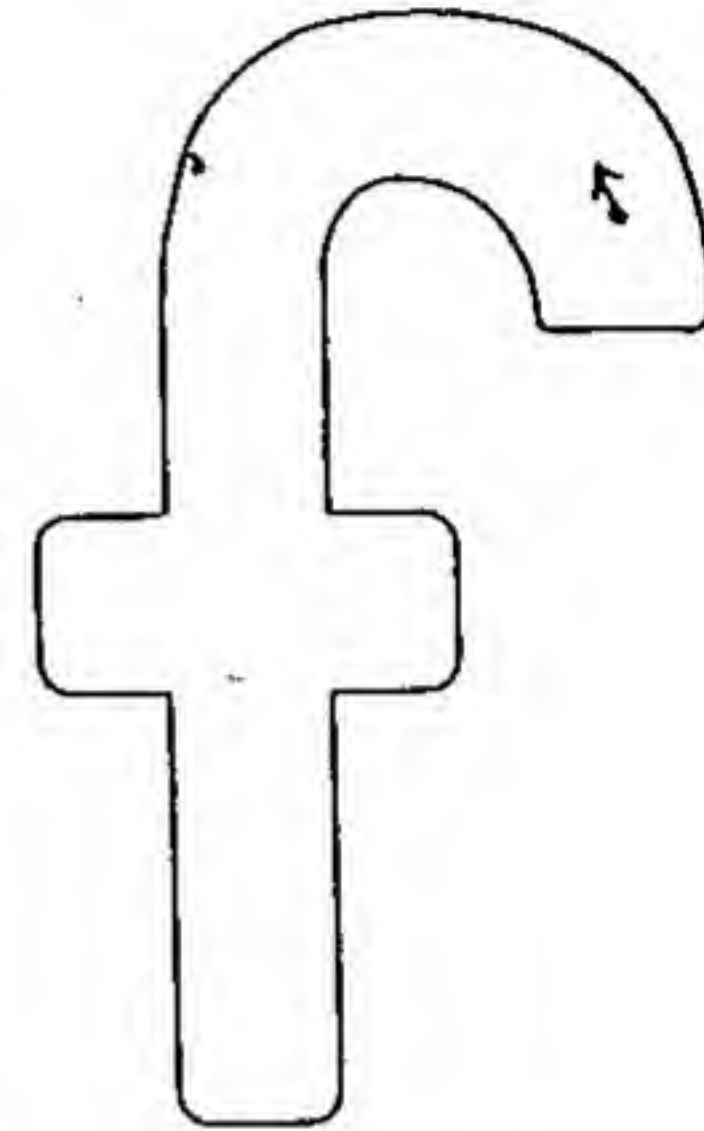
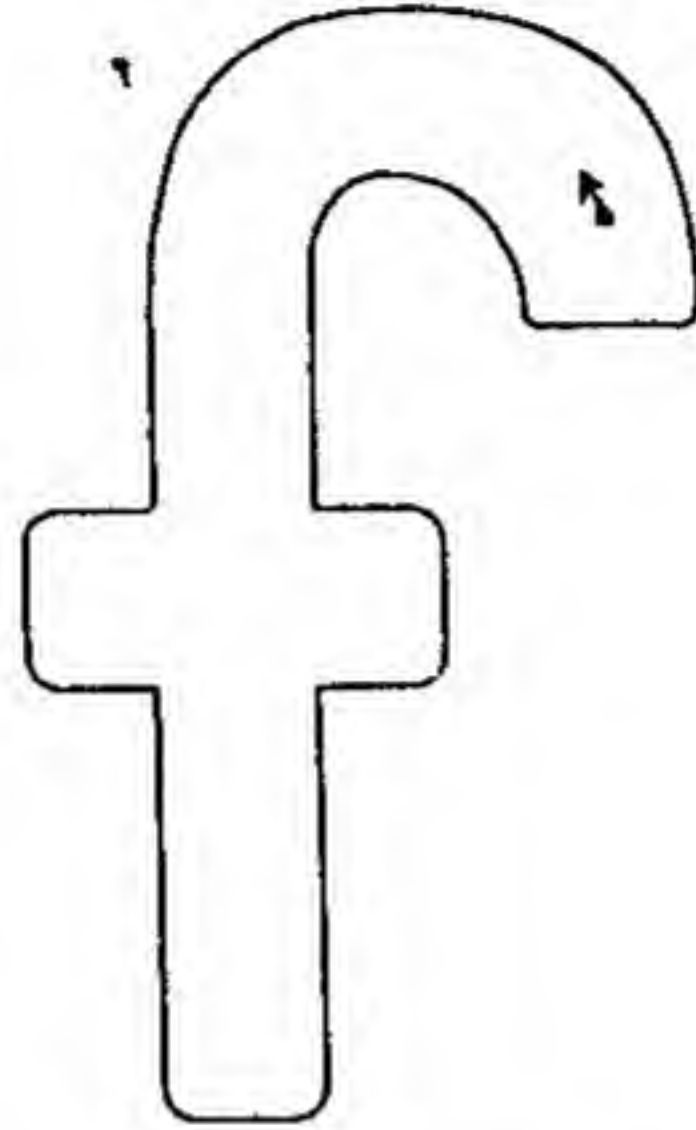
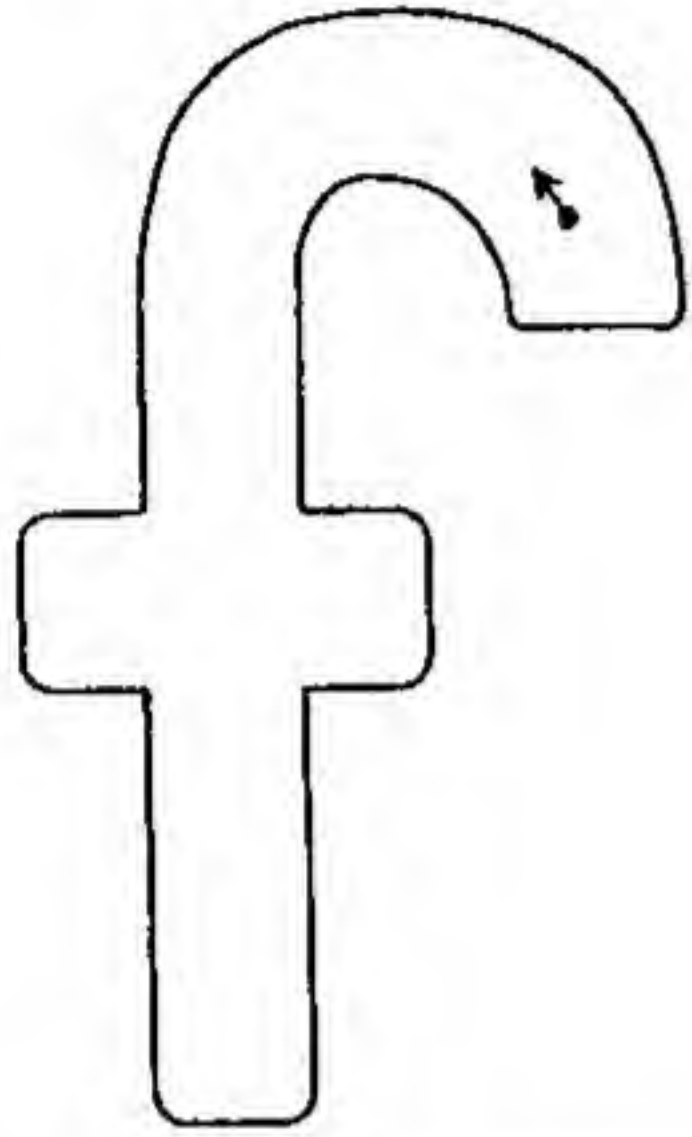
Level: Nursery  
Week: 8

Term: 2  
Day: 5

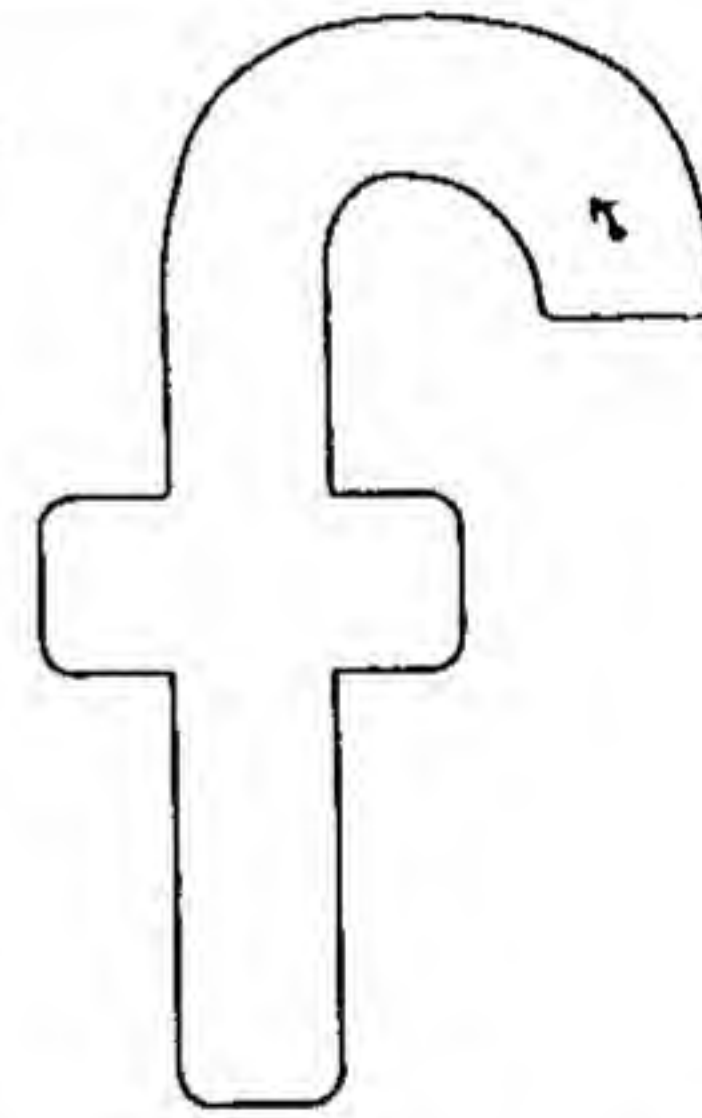
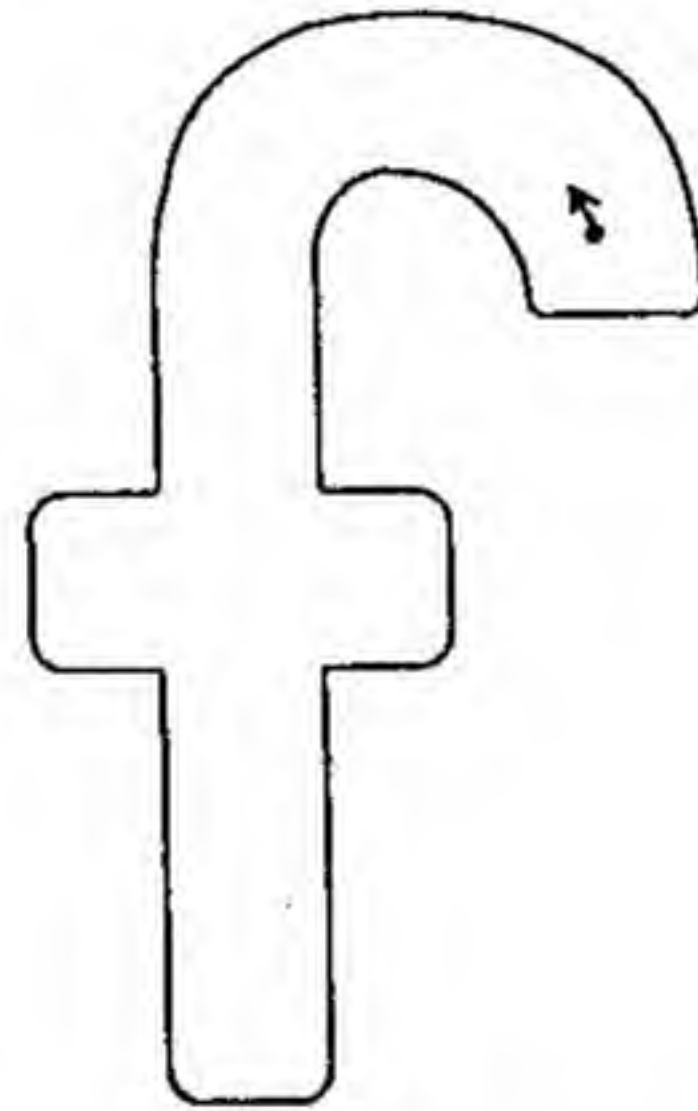
Date: \_\_\_\_\_

Day: \_\_\_\_\_

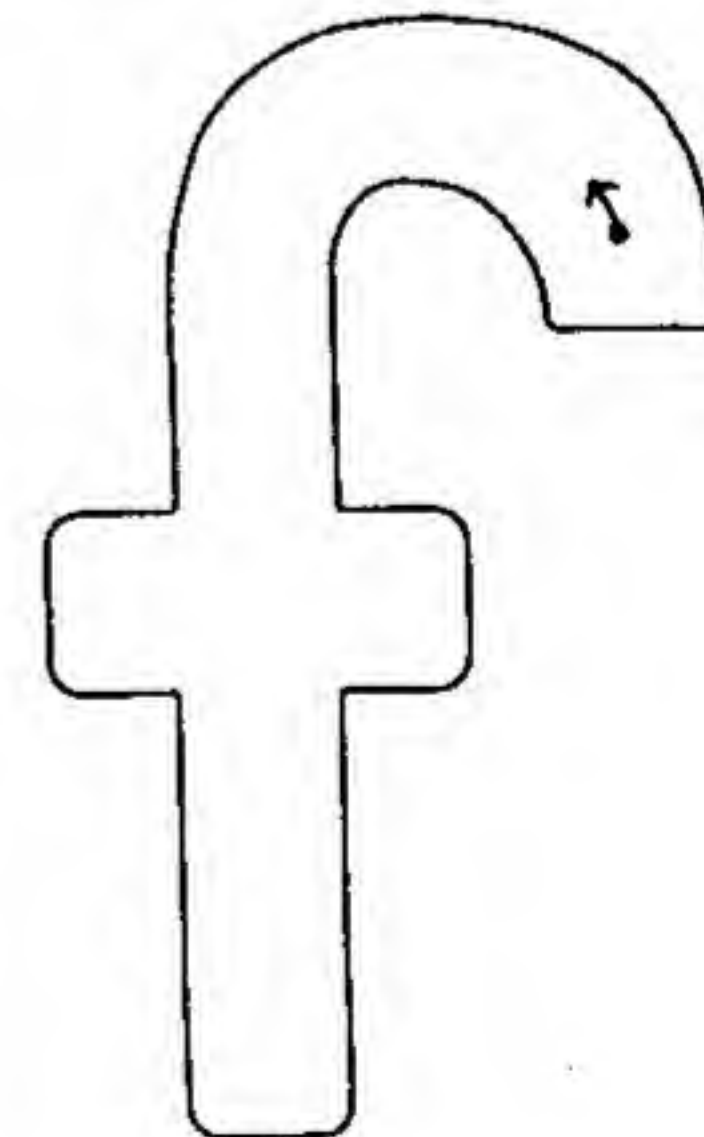
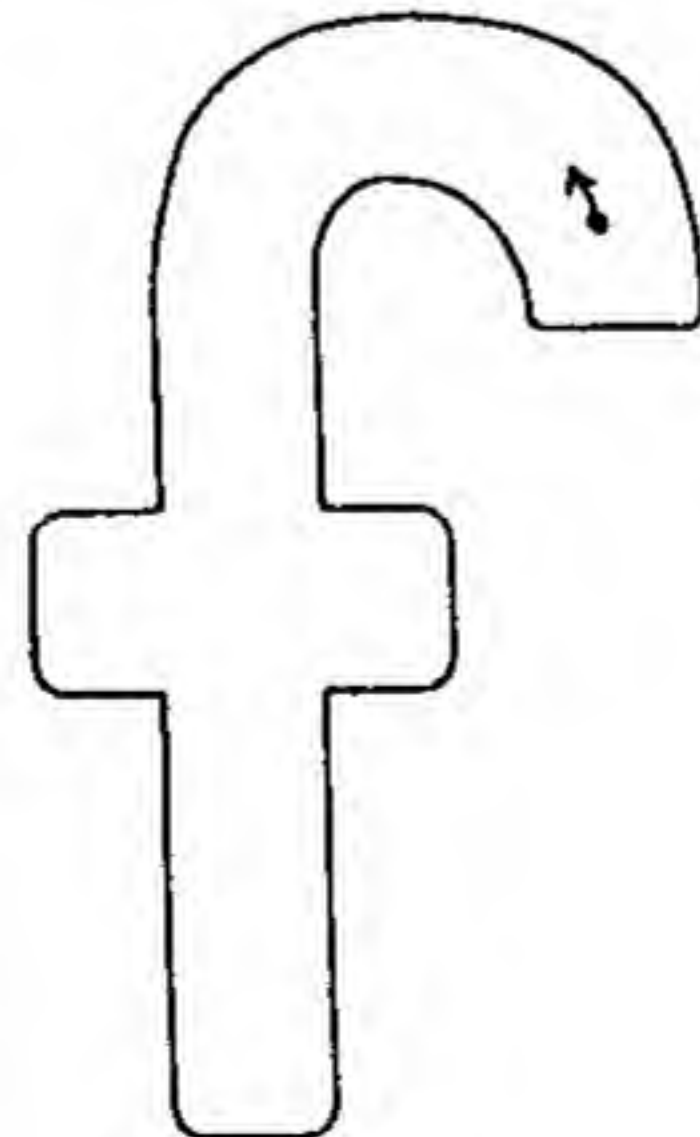
Write and colour



frog



flowers





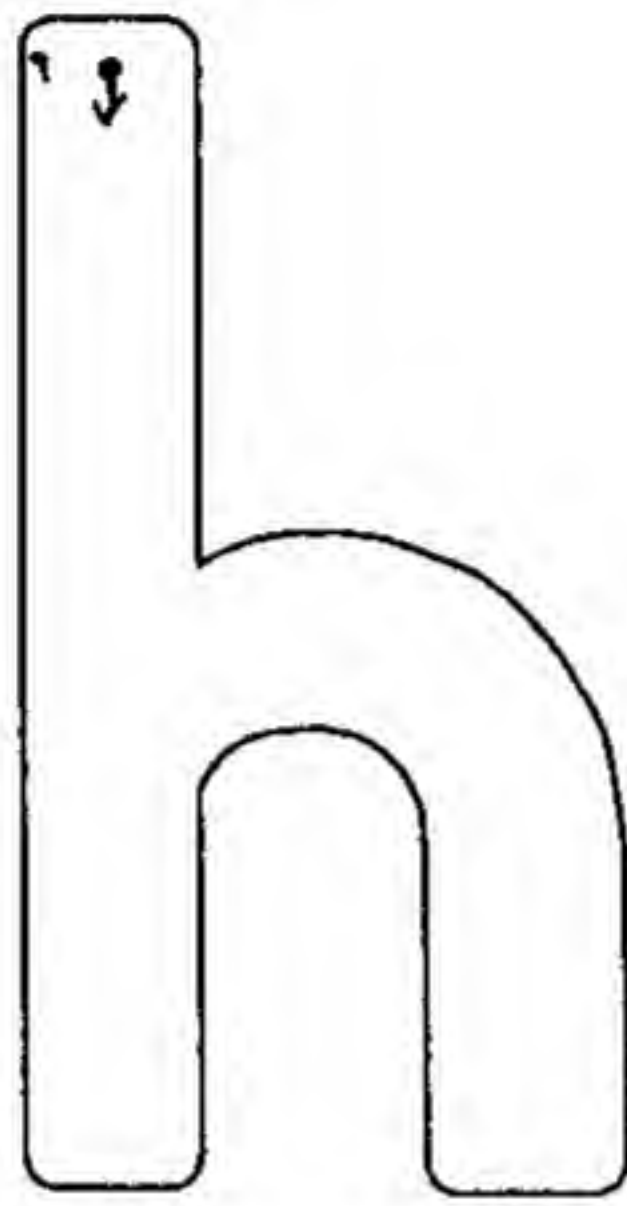
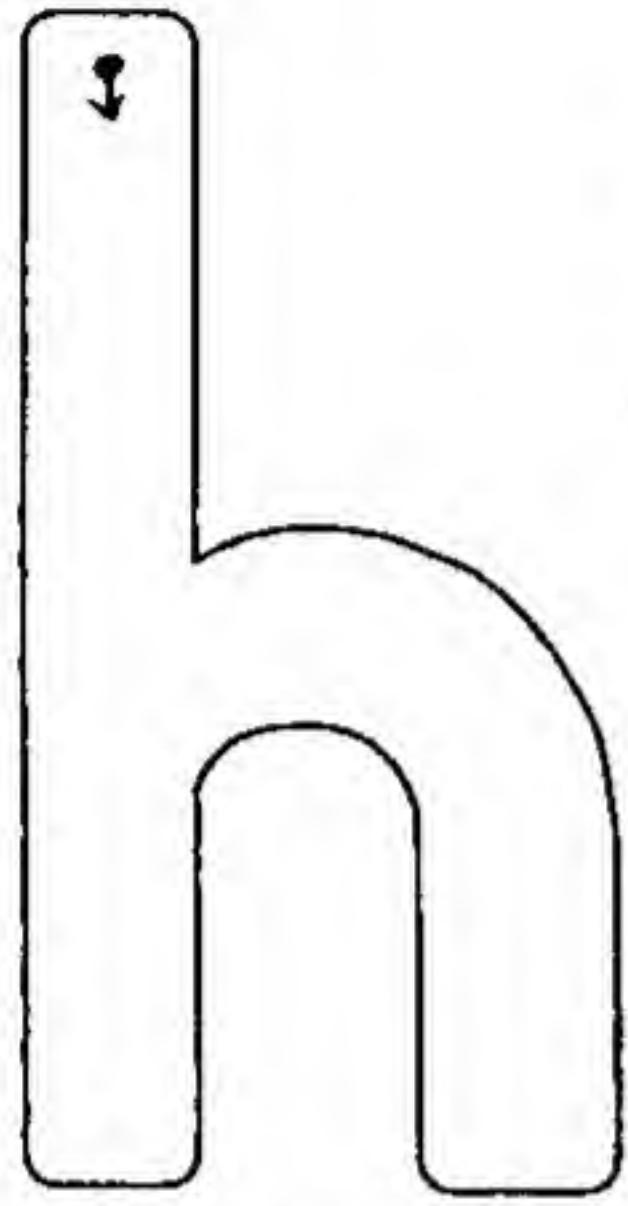
Level: Nursery  
Week: 8

Term: 2  
Day: 5

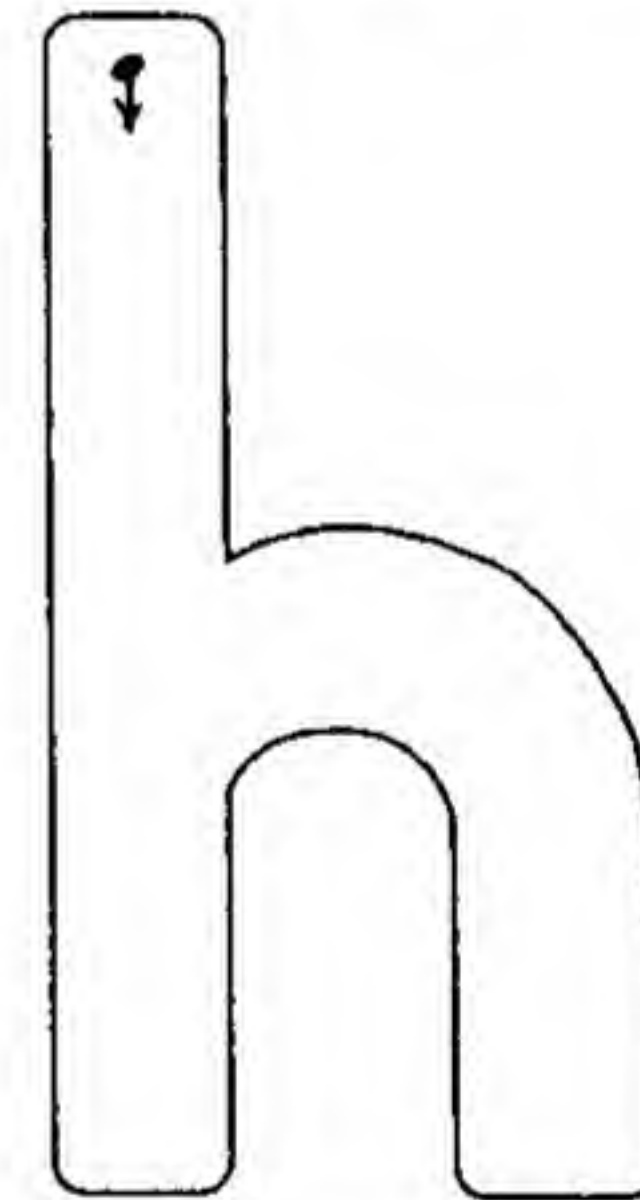
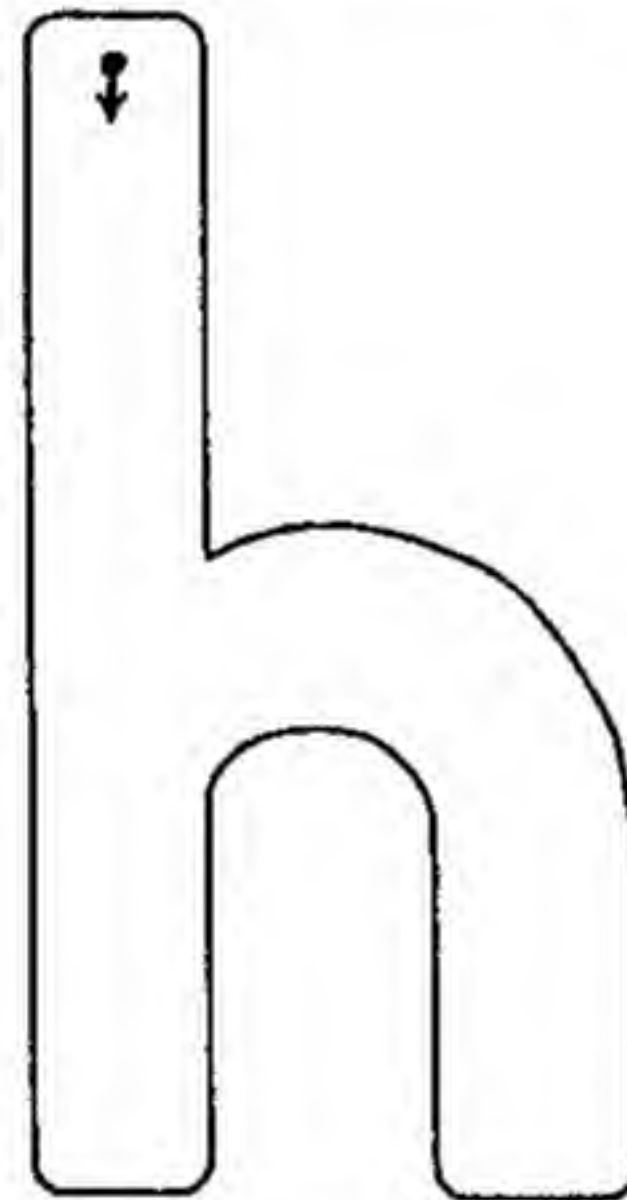
\_\_\_\_\_

Day: \_\_\_\_\_

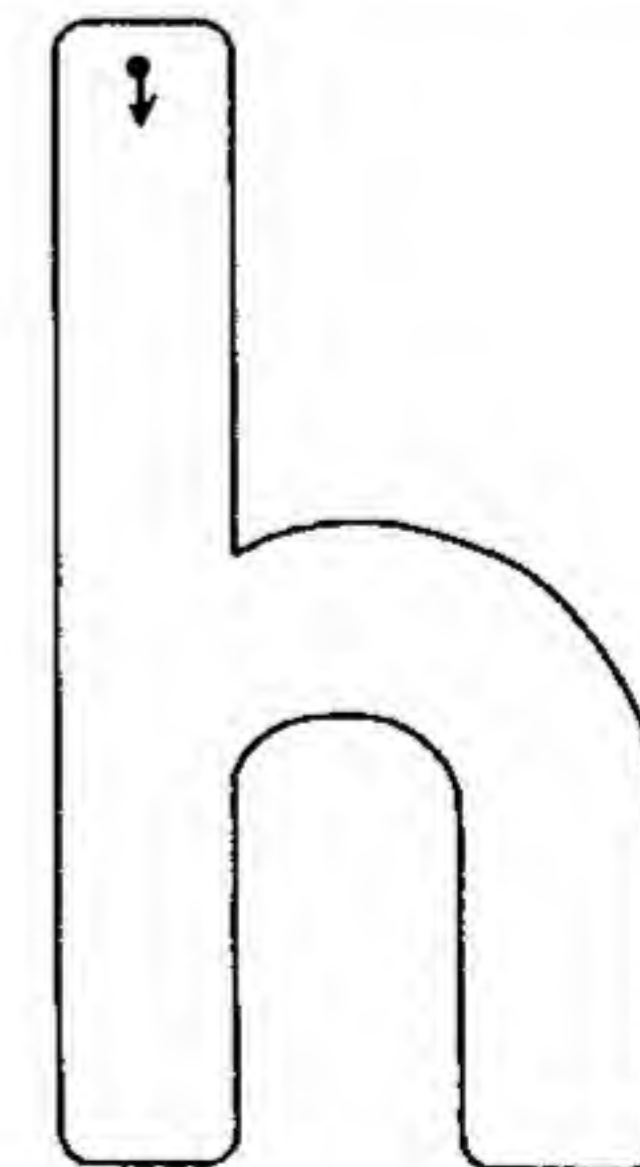
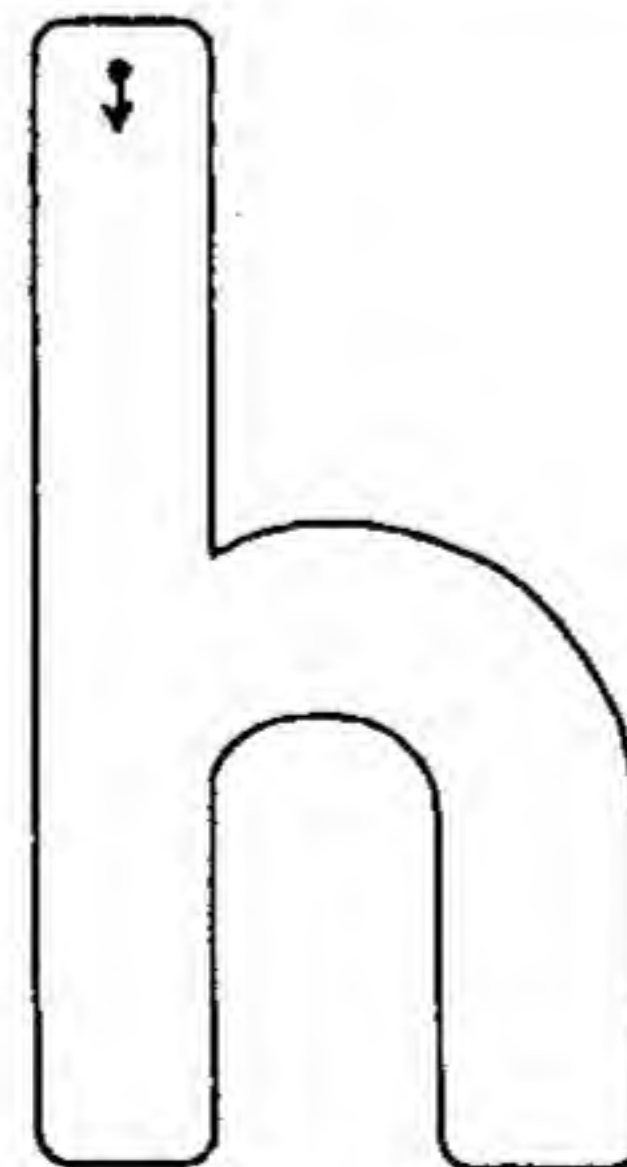
ite and colour



hammer



hen



# Lesson Plan

## Writing

Level: Nursery

Term: 2

Week: 8

Day: 6

1. **Objective:** The Children will be able to:
  - Trace the letter f & h with proper formation.
  - Tracing of letter on the dotted lines.
2. **Function:** Tracing of letters on the dotted line.
3. **Activity:** Colouring in the associated pictures & material work.
4. **Material:** Sand paper letters, sand tray, flash cards & worksheets.

---

### 5. Procedure:

The children will do the tracing on the dotted lines of their worksheets starting from a given point.

Group work:

One group will do the worksheet and the other will do the material work..



# Worksheet

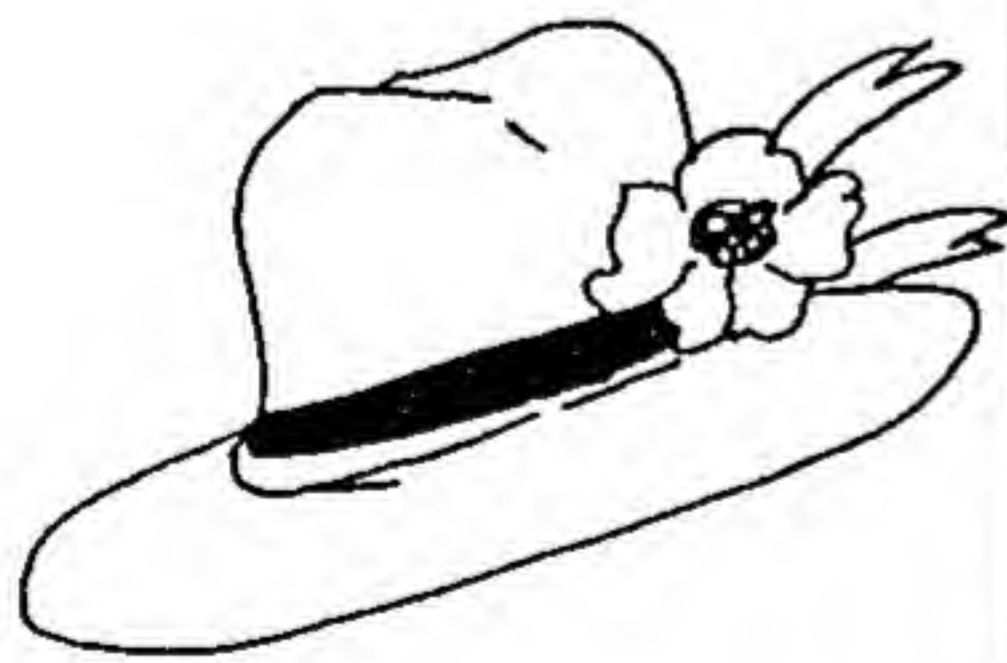
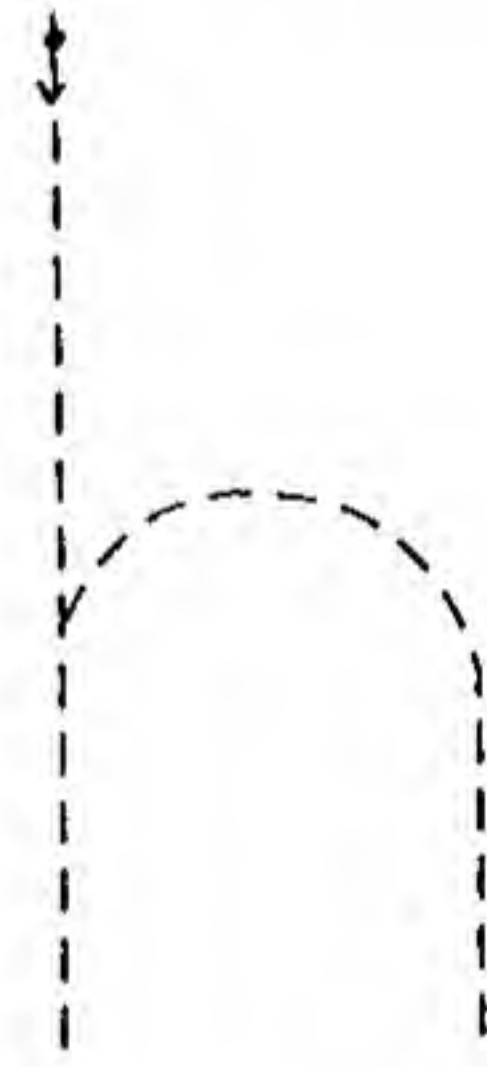
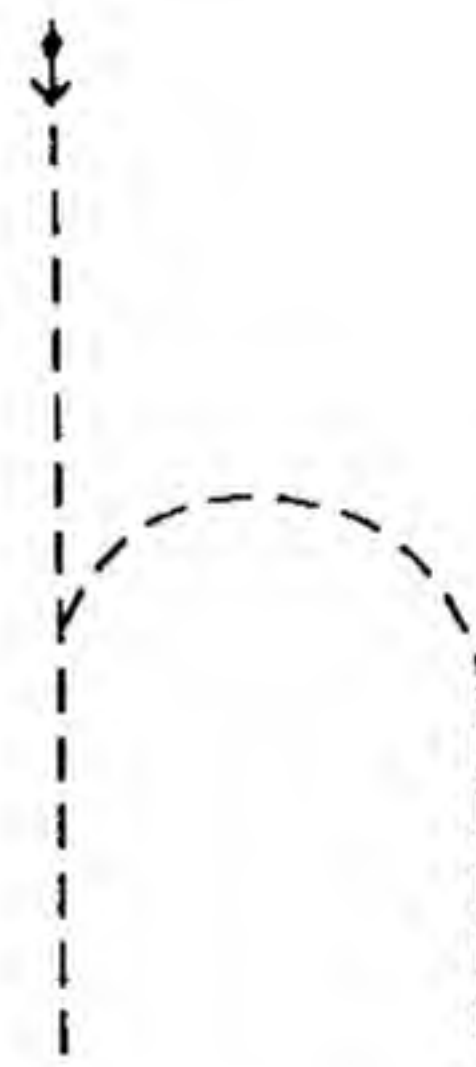
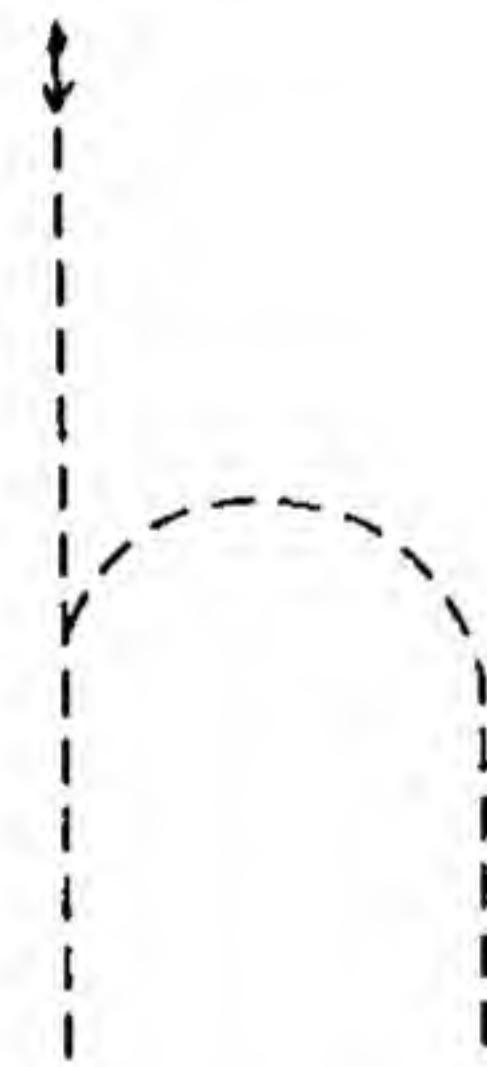
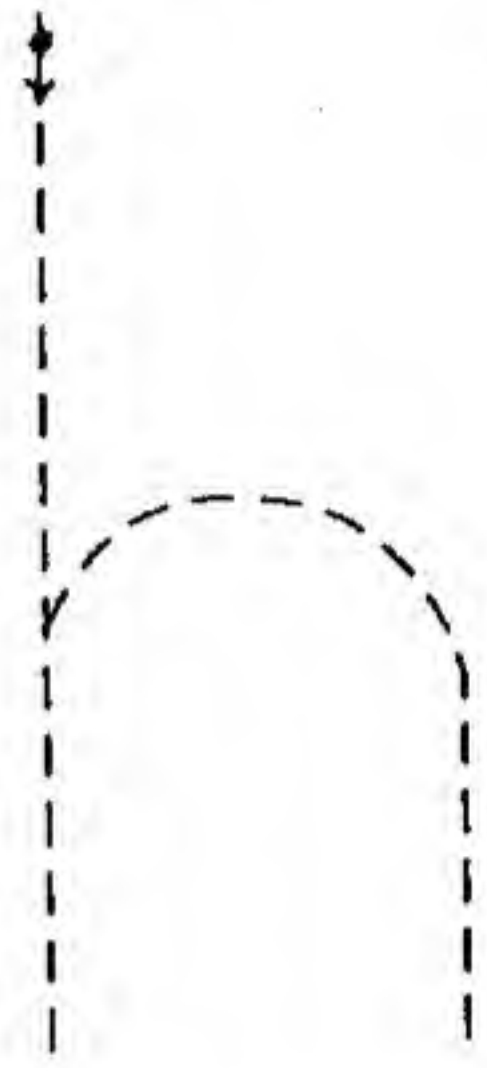
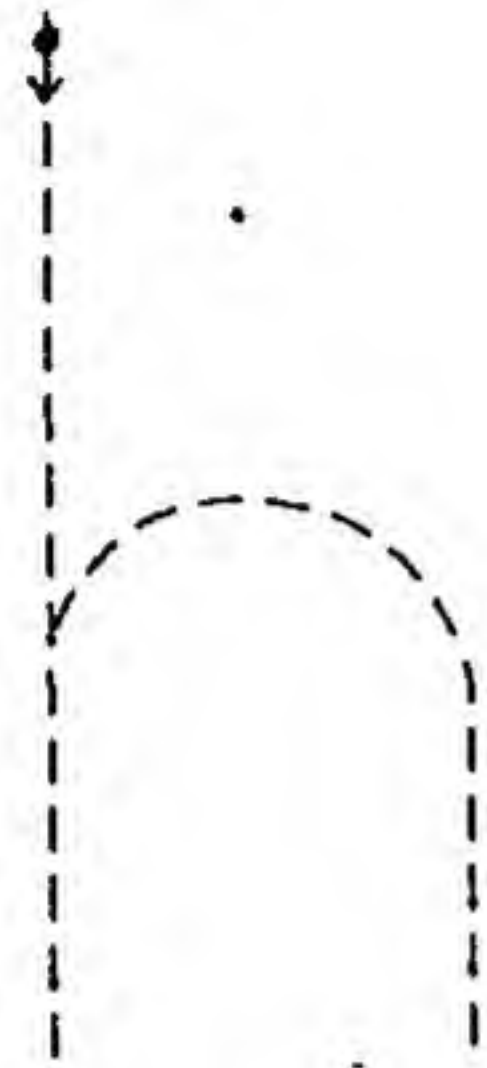
Level: Nursery  
Week: 8

Term: 2  
Day: 6

Date: \_\_\_\_\_

Day: \_\_\_\_\_

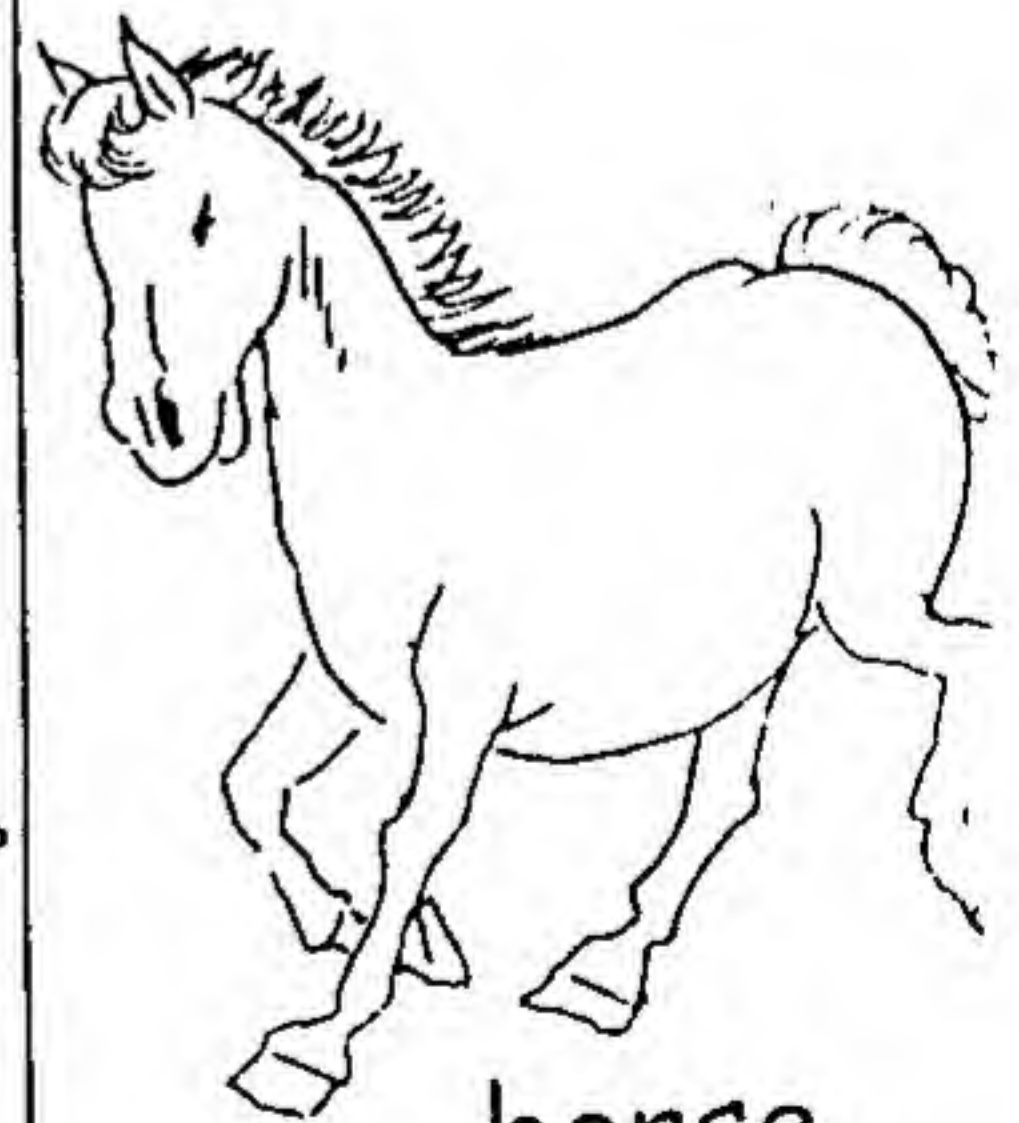
Join the dotted 'h'



hat



honey



horse

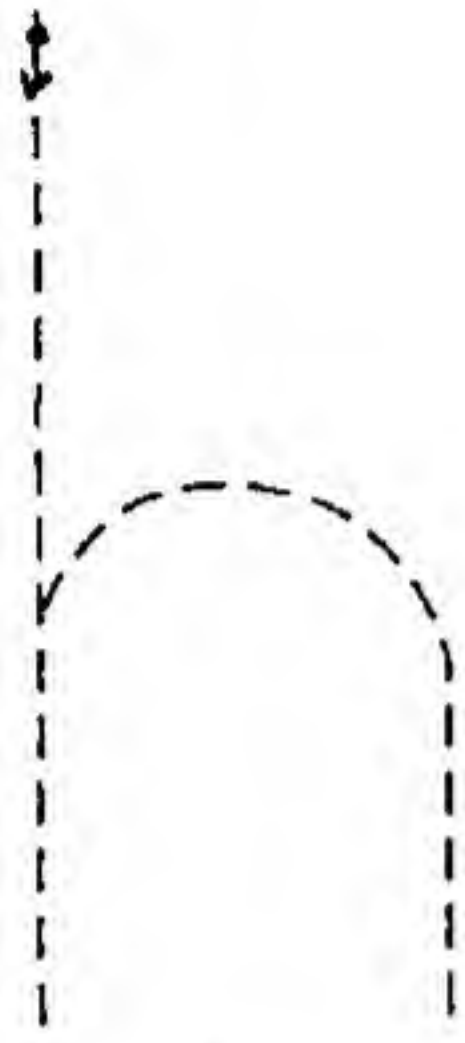
# worksheet

Level: Nursery  
Week: 8

Term: 2  
Day: 6

Day: \_\_\_\_\_

z 'h' independently



heavy



# Worksheet

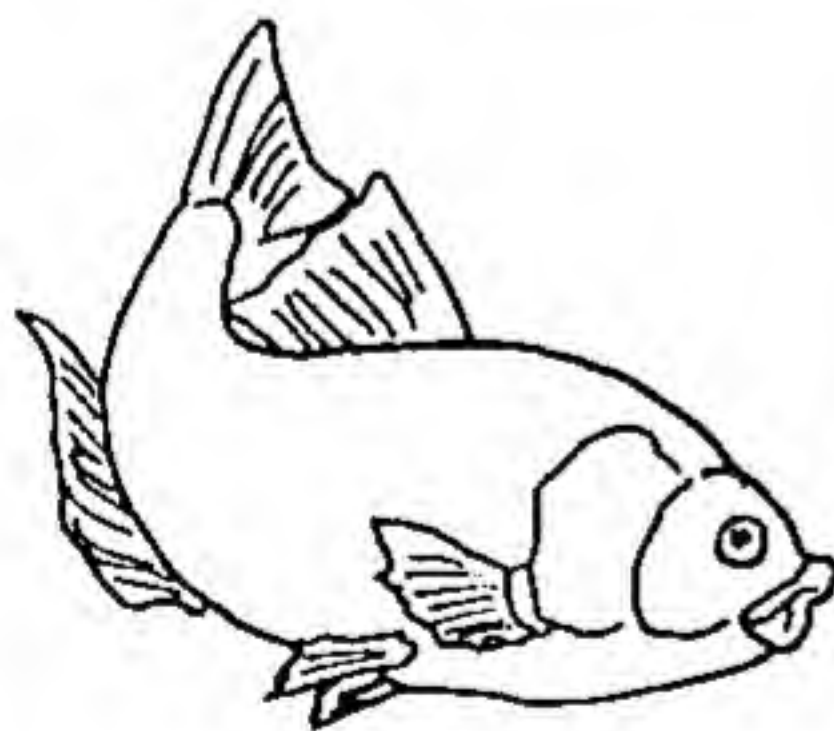
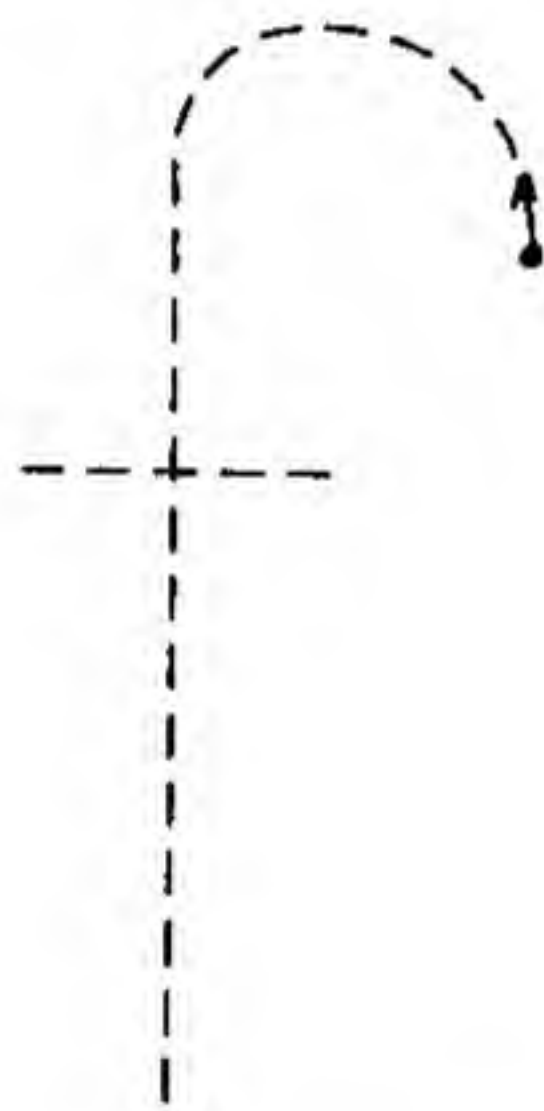
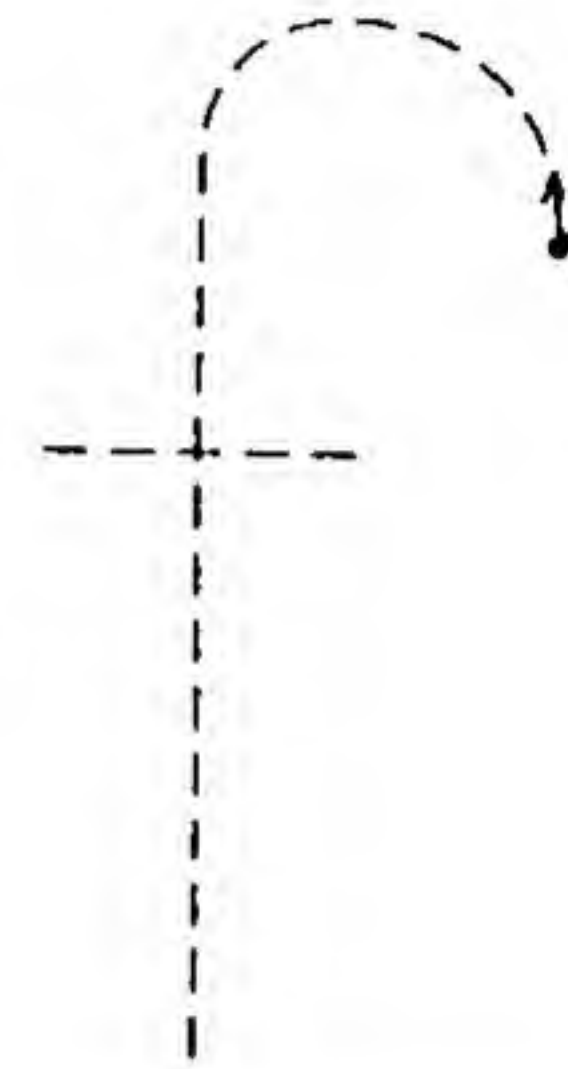
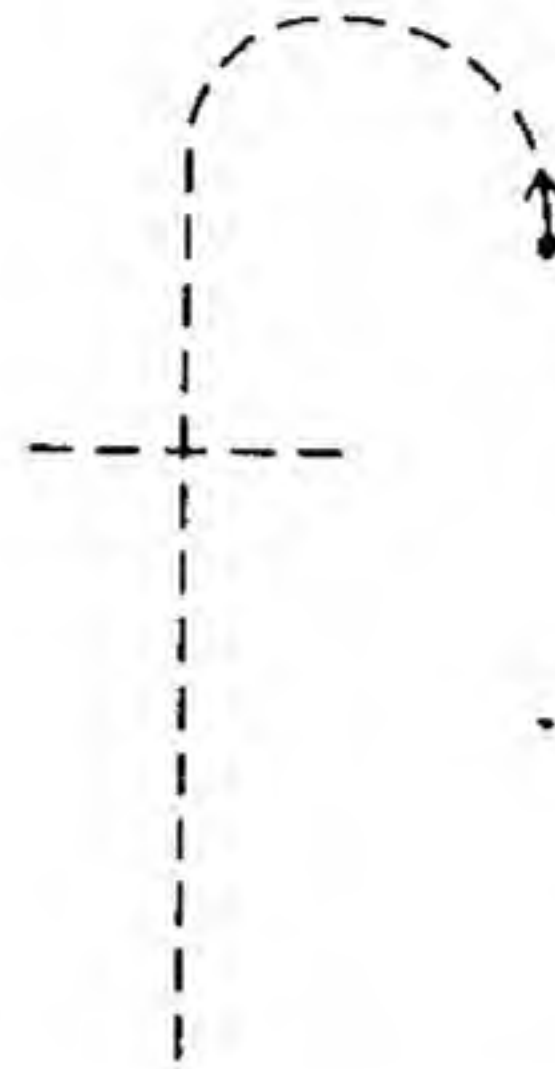
Level: Nursery  
Week: 8

Term: 2  
Day: 6

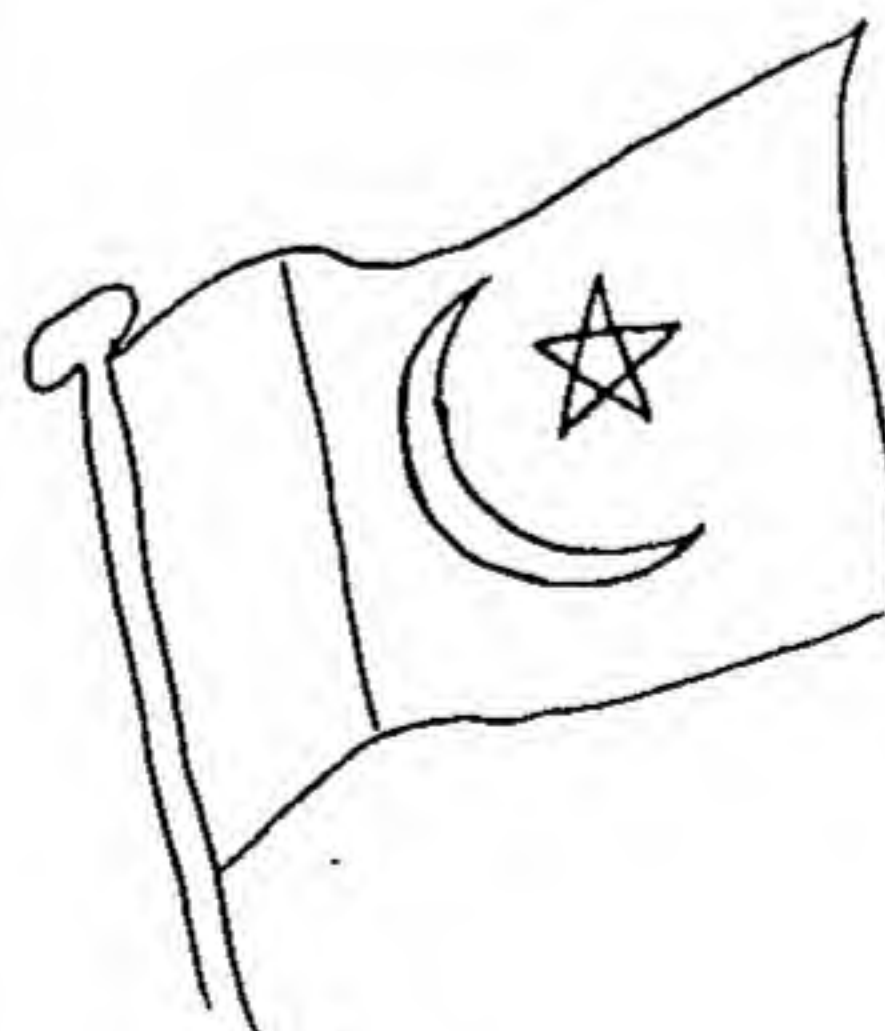
Date: \_\_\_\_\_

Day: \_\_\_\_\_

Join the dotted 'f'



fish



flag



fork

# Lesson Plan

## Writing

Level: Nursery  
Term: 2  
Week: 8  
Day: 6

1. **Objective:** The Children will be able to write the correct formation of f and h independently.
  2. **Function.** Independent writing
  3. **Activity:** Colouring in the associated pictures.
  4. **Material:** Work sheet, sand paper letter, sand tray, boards & chalks.
- 

5. **Procedure:**

The children will be given the work sheet and the children will do independent writing in of the letter f and h from the starting point.

Group Work:

One group of children will do the work sheet and the other group will do the material work.

Follow up:

Work sheet



# Worksheet

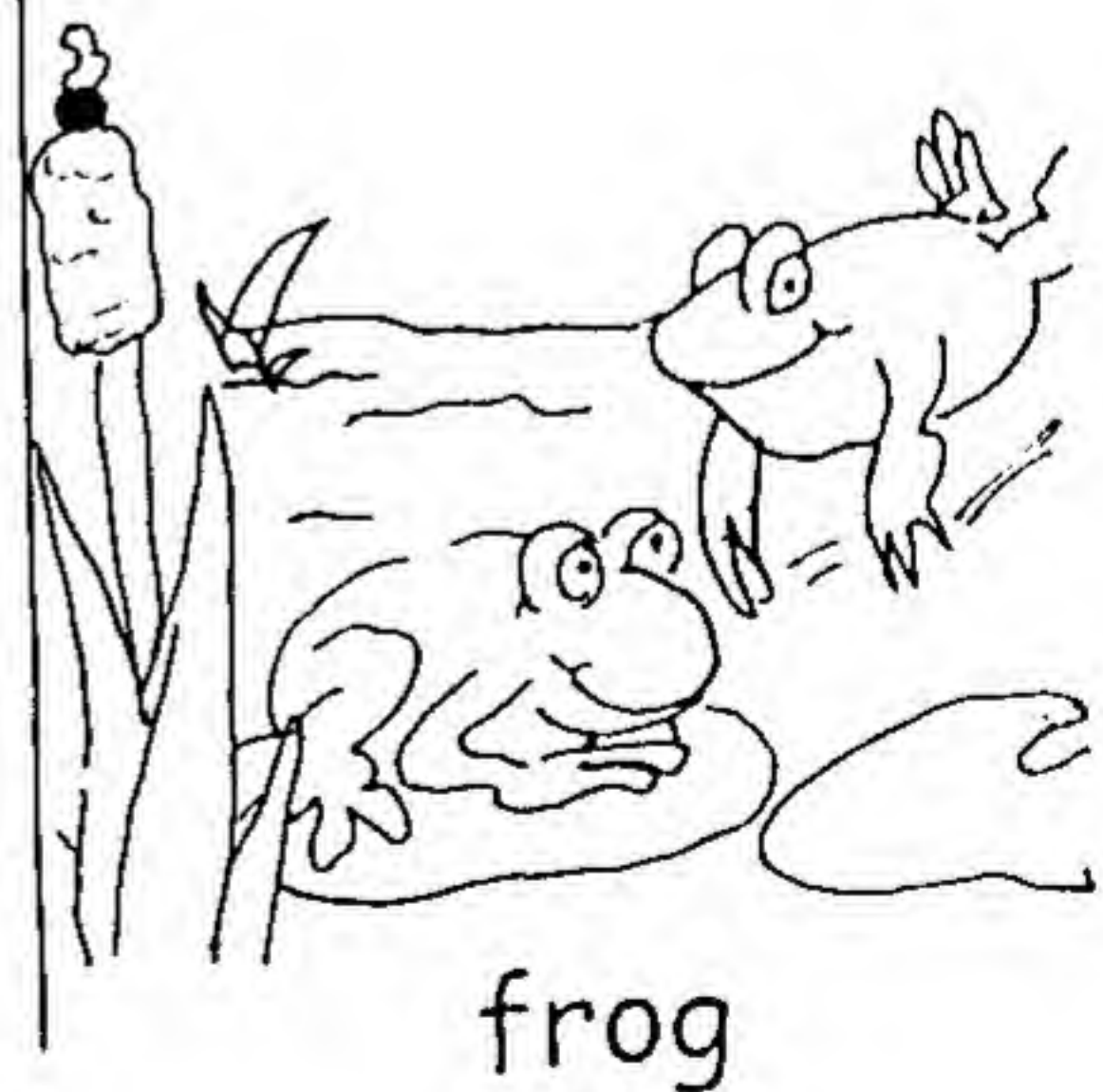
Level: Nursery  
Week: 8

Term: 2  
Day: 6

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Write 'f' independently



frog